DOCUMENT RESUME

ED 208 797 HE 014 602

AUTHOR	Baker, Janette, Ed.; Wilburn, Marion, Ed.
TITLE	Adult Learners in Colleges and Universities. Proceedings of the Annual Sweden/Canada Workshop, (3rd, 1979).
INSTITUTION	National Swedish Board of Universities and Colleges, Stockholm.; Ontario Universities Program for Instructional Development, Toronto.
PUB DATE	80
NOTE	174p.; Some pages are marginally legible.
AVAILABLE FROM	The Ontario Universities Program for Instrucational Development, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada ($4.00).
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Learning; *Adult Students; Classroom Environment; Classroom Techniques; *College Students; Community Colleges; Comparative Education; Continuing Education; Cooperative Programs; Foreign Countries; Health Occupations; Higher Education; *Learning Theories; Nontraditional Students; Professional Continuing Education; Program Evaluation; Student Characteristics; *Student College Relationship; Student Needs; Student Teacher Relationship; Teacher Education; Teaching (Occupation); *Teaching Methods; Technical Education; Womens Education; Womens Studies
IDENTIFIERS	*Canada; Ontario; *Sweden

ABSTRACT

Proceedings of the 1979 Sweden/Canada Workshop held at Glendon College, York University, on adult learners in colleges and universities are presented. The adult student was defined as 21 years old or older and a participant of a formal learning situation for at least two years. Three major perspectives were addressed: the institution, the class, and the instructor. Summaries of formal presentations include: "Critical Features of Good Learning: Control and Responsibility" (George Geis); "Adult Learner and the Institution: A Fair Exchange" (Alan B. Knox); and "How Adults Learn: What's New? A Summary" (J. Roby Kidd). Group reports include: "The Adult Learner in the Classroom: Three Perspectives: Canada/Sweden Workshop Participants, Faculty, and Students;" "The Institution and the Adult Learner;" "The Response to the Adult Learner;" "The Adult Learner and Teacher Training;" "Survey of Technical Education in Community Colleges and Universities;" "Art, Media, and Environmental Health;" "Programme Evaluation Frameworks for Selected Health Sciences and Post-Degree Programmes Combining Work Experience and Theory;" and "Programmes and Resources on and/or for Women in the Toronto Area." Workshop recommendations and a workshop review and case study summaries are included. Appended materials include sample agenda and literature on the Mature Student Orientation Program offered at the University of Western Ontario. Additional papers are as follows: "Developing Institutions Responding to Students' Needs" (Phyllis Couse); "Technological Studies: A Program for Adult Learners" (Francois Dupont); and "Student Characteristics, Non-Credit Adult Learners, McMaster University, Hamilton, Ontario" (Lil, Oddie Munro). (SW)

ED208797

ADULT LEARNERS IN COLLEGES AND UNIVERSITIES

PROCEEDINGS OF THE
THIRD ANNUAL SWEDEN/CANADA WORKSHOP

1979

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HE 014 602

The Workshop was sponsored by the National Swedish Board of Universities and Colleges and the Ontario Universities Program for Instructional Development.

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ACKNOWLEDGEMENTS

The organization of the workshop and the production of the proceedings were truly cooperative ventures.

We would like to acknowledge with our thanks all those whose time, efforts, and ideas were so generously given.

Financial assistance for the workshop was received from the National Swedish Board of Universities and Colleges, the Ontario Universities Program for Instructional Development, and the President's Ad Hoc Fund of York University.

Kenneth Abrahamsson, Bengt Eric Bengtsson, Richard Handscombe and Chris Knapper, members of the Planning Committee for the Sweden/Canada Workshop 1979, generously gave of their time to read and comment on these Proceedings. Their contributions are gratefully acknowledged. We also extend our thanks to Fred Woolley for his assistance in the early planning stages.

Arella Sohn, the Administrative Secretary of the Ontario Universities Program for Instructional Development, typed and helped organized the drafts of the Proceedings.

Of course, without the contributions of the participants in the Sweden/Canada Workshop 1979 and the resource people who participated in the workshop, these Proceedings would not have been possible.

Janette Baker and Marion Wilburn
Editors

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INTRODUCTION

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The increasing enrolment of adult learners in colleges and universities is influencing all aspects of higher education. In order to understand these influences and the changes they are producing, fourteen Canadian and eighteen Swedish college and university delegates, plus a planning team of five Canadians and two Swedes participated in a two week residential workshop held at Glendon College, York University, May 5-18, 1979. The topic of adult learners in colleges and universities was examined from three perspectives: the institution, the class and the instructor. Issues considered included: why does an adult come to college or university; how does the institution help or hinder that process; how do other students view their adult classmates; what study skills does the adult student need; are some teaching methods more appropriate for adult learners than others? For the purpose of the workshop, an adult student was defined as someone twenty-three years of age or older who had been out of a formal learning situation for at least two years.

The objectives of the workshop were:

1. to explore adult learners and learning from three major, interrelated perspectives: the institution, the class and the instructor;
2. to actively involve the participants as adult learners;
3. to include a variety of instructional formats, e.g. formal sessions led by outside "experts", group discussion, individual study and exploration, written and oral presentations by the participants, formal and informal visits to postsecondary institutions;
4. to make available human and material resources for use by the participants;
5. to involve the participants in ongoing reflection and evaluation through a variety of techniques such as open discussion, evaluation instruments, etc.;
6. to produce a handbook on adult learning related to the three emphases of the workshop.

Prior to the workshop, participants received an overview of the proposed program, were assigned to one of the three theme areas and asked to explore some aspect of adult learning in relation to the assigned perspective. They were also asked to submit a two page summary of their findings and to be prepared to present their study and conclusions.

During the workshop, participants visited Sheridan College of Applied Arts and Technology at which time the President outlined the development of the community college system in Ontario, in general, and of Sheridan, in particular. Ms. Nancy Harries, a counsellor at the college, spoke of specific services available to adult students. The presentations were followed by a tour of the college. Small groups of participants also visited the Universities of Guelph, Toronto, and Waterloo, York University, Ryerson Polytechnical Institute, provincial government offices, the Ontario Institute for Studies in Education and labour union offices.

The program also provided opportunities for recreation as well as learning in the form of a tour of Toronto, a trip to the Niagara area which included a walking tour of Niagara-on-the-Lake and a visit to Inniskillen Winery, a dinner at Massey College of the University of Toronto followed by a party at Glendon College, a dinner with the Right Honourable Dr. Bette Stephenson, Minister of Colleges and Universities, and a visit to the Ontario Legislature.

FORMAL PRESENTATION SUMMARIES

FORMAL PRESENTATION SUMMARIES

During the workshop, a number of adult educators participated in workshops, seminars, and discussions.

The following highlight their contributions.

CRITICAL FEATURES OF GOOD LEARNING: CONTROL AND RESPONSIBILITY

George Geis, Director
Centre for Teaching and Learning Services
McGill University

This session, led by George Geis, with the assistance of Kenneth Abrahamsson and Marion Wilburn, involved three stages. First, participants identified critical features of good learning. Then they ranked each element in descending order of importance according to who had control of the element and who had responsibility for it. Finally, the groups discussed the implications, issues and problems that arose because of apparent discrepancies between control and responsibility and prepared a statement of their findings. The results of the group work are presented below.

Critical Features of Good Learning

(a) Group 1

- environment for learning: air too stuffy, proper lighting, seating arrangement, room too small
- psychological motivation
- large classes or small classes - preference for one or the other
- involvement of teachers in discussions of any proposed educational reform
- knowledge of backgrounds of students - different abilities and interest
- evaluation of students' qualifications for taking the course
- clarity of goals and objectives for both teachers and students
- involvement of students in the actual course planning - something that is difficult with large groups
- equipment and other materials
- peer teaching peer
- examinations as feedback and teaching device

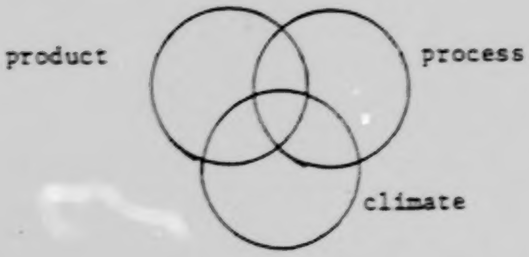
(b) Group 2

- goal of the teacher, of the student. There should be internalization and agreement on the goal
- method used and resources available that match the method to the students
- the experience and the ability of the teacher
- background of students. The use made of that background. Use of students as resource persons
- attitude of the instructor, e.g. teaching the subject matter versus teaching people
- attitude of the students - do they want to be taught or do they want to learn?

- area of learning, e.g. arts compared to science, concept learning versus skill learning
- classroom climate - open to question, depends on the teacher's self confidence
- self-confidence of the student - the importance of individualization to encourage this.

(c) Group 3

- Problem of approach to identification - ways to approach:
  1. Expectations of society on the learner - economical terms; social terms.
     Institutions as representative of society - its expectations on the learner.
     Learner - expectations of the institution and society
     - geographical restraints
     - economic restraints
  2.



  3. (a) framework - teacher structured ⇄ learner structured
     (b) episodes in time
     (c) materials - physical materials; human characteristics (experience)

(d) Group 4

- alternatives within limits - restrictions, not enough freedom (unsuccessful feature)
- dependency on authority - facts, but giving the learner the opportunity to challenge them
- accessibility of the instructor
- accountability - professor and student
- trusting atmosphere
- flexibility - exploring possibilities
- feeling of openness
- content must be relevant
- drawing on life experience of the learner
- ability to motivate intrinsically

(e) Group 5

- trust/confidence between teacher and student
- administrative planning
- curriculum planning
- 'handbook' of course information for the student
- teaching methods and techniques
- communicated system of evaluation
- student's willingness to learn
- participatory environment
- student counselling
- physical (classroom) environment

Issues Related to Control and Responsibility

(a) Group 1
Direction (preferable)

- we object to the use of the word 'control' - this is not 1984
- responsibility of the politicians and influential economic community who think we all have too much education anyway
- learner: responsibility for abilities and background - to some degree, to adjust to the situation that is there
- teacher: responsible for making clear what the minimal course requirements are
- administrator: responsible for situating the student according to his abilities and interest
- planning of the subject matter: teacher's responsibility to subject matter and the discipline - and to society (to what degree is he responsible?) - students may have some say, but the major responsibility lies with the teacher
- academic counselling is needed - by academic counsellors, not by the administration
- teachers are responsible for handouts and materials, but administrators and politicians are responsible for the provision of adequate funds and secretarial services
- administrators, academic counsellors and socially influential groups (e.g. politicians) are responsible for stimulating interest in a broad liberal arts education with a specialty within it
- the system should allow teachers to get out and do other work.

Group 2
1. Goal for the course

	control	responsibility
Sweden	- programme committees	- faculty member = teacher
	- National Board	- students
	- university exams	- department
Canada	- departments, curriculum committees	
	- professional boards	
	- faculty member	

2. Methods used in teaching

control	responsibility
administration	-faculty member/teacher
- class size	-students
- physical facilities	
- personnel available	
- timetabling	
National Board 'regulations' e.g. group work, curriculum decisions	
economic considerations	
abilities and experiences of teacher and students	

Group 3

	Traditional		Alternative	
	control	responsibility	control	responsibility
admission	institution government	institution government	student	student
programme planning	government	government	student	student
student basis	government + teacher	government + teacher	government + teacher	government + teacher
course design	teacher	teacher	teacher	teacher
delivery, environment	teacher	teacher	student + institution	student + institution
means of evaluation	teacher	teacher	student + institution	student + institution

Group 4
See conclusions

Group 5

	control	responsibility
trust/confidence between the teacher and student	teacher department	teacher
physical environment (classroom)	government administration teacher	government administration teacher
student counselling	teacher student administration	students teacher administration
teaching methods and techniques	teacher student	teacher student

Group Conclusions

Group 1

1. "One need not be solemn to be serious." (Neil Postman in a speech given at the Ontario Institute for Studies in Education)
2. Observation: It is difficult to ascertain where a particular responsibility lies - fluidity and flexibility are needed in this whole area - trial and error are necessary.
3. You cannot compartmentalize education - it is life itself and, unless, it is looked at in this way, you do not have education.
4. The gap between the universities and the community should be bridged - the university must go out into the community.
5. Orientation and counselling for adults are needed.

Group 2

We shared experiences in terms of our own experiences, different systems and levels. The problems are very similar.

Group 3

What are the networks of direction and control; what is critical to learning; what are the critical variables?

1. We tend to orient students to the traditional model.
2. We lack knowledge about the adult learner.
3. We have middle class students and class/class/approach.
4. There are age and developmental levels.

Group 4

1. Before we can come to grips with the issues of control and responsibility, we feel that some clarification of the structures and decisions levels is needed, i.e. boards, departments, faculties, etc.
2. Generally, we feel that control and responsibility lie with teachers - it appears to be more democratic in Sweden (it is designed to be more democratic - student, labour, union representatives).

Group 5

1. Learning involves complex structures, e.g. government, administration, teachers, students, unions.
2. Each stage of learning involves different degrees of control and responsibility.
3. Adult students seem to have a small role in the teaching episode.

* * * * *

ADULT LEARNER AND THE INSTITUTION: A FAIR EXCHANGE

Alan B. Knox
Continuing Education
University of Illinois at Urbana-Champaign

The concept of the mutually satisfactory exchange is illustrated by this Sweden-Canada workshop, by various forms of partnerships, and by the relationship between a higher education institution and the adult learners who participate in continuing education programs. This exchange relationship in continuing education reflects learner expectations, institutional responsiveness, and effective teaching-learning transactions in continuing education programs.

The increase in adult participation in continuing education reflects many influences including ongoing societal trends such as social change and concern for social justice, and recent trends such as greater public acceptance of lifelong learning and an increased number of providers of continuing education. Adults who attend higher education institutions on a part time or short term basis seek both to achieve goals that require further education and to engage in educative activities that facilitate their search for meaning. Higher education institutions can provide access to knowledge resources across a range of subject matter fields through faculty members, other students, libraries, and laboratories.

Institutional responsiveness to adult learners reflects a balance of benefits and costs. At the institutional level, increased enrolments and support by adult learners is more likely if there is an adult oriented approach and leadership for the continuing education function. At the course level, older adult learners can bring valuable experience and focused commitment. This is more likely if teachers effectively help adults learn by attention to a supportive but challenging setting, encouragement of active participation in problem centred activities, self pacing, and constructive feedback. There is an increasing amount of organized knowledge available for planning and conducting effective educational programs for adults. It includes generalizations about adults as learners, the broad field of continuing education, program development, and administration.

Within a single continuing education course or workshop those who effectively help adults learn facilitate their efforts to relate knowledge and action. This is illustrated by efforts to attract and serve harder to reach adults. Attention can be given to typical patterns of information seeking, stereotypes of higher education institutions, personality development during adulthood, impact of change events on adjustment and heightened readiness to learn. Such teachable moments have implications for marketing, materials, and methods. Within the teaching-learning transaction a central concept that can facilitate adult learning is the learner's active search for meaning. This is facilitated by an accepting but challenging setting, preceeding answers with questions, availability of varied learning tasks that are responsive to varied learning styles, and attention to strategies that enable adult learners to alternate between mastery and application of knowledge resources, and decisions regarding action problems and opportunities.

* * * * *

HOW ADULTS LEARN: WHAT'S NEW? A SUMMARY

J. Roby Kidd
Department of Adult Education
Ontario Institute for Studies in Education

Changes and developments in adult learning theory and practice have been accelerating, are found in many countries, and arise from many disciplines and fields of practice. Confined earlier, primarily to psychology, new insights now occur in such fields as anthropology, sociology, linguistics; and also such natural sciences as biology, chemistry, electricity, nutrition, brain research; and such fields of practice as management, communications, modifying technologies, applications from psychotherapies, and many more. Many more publications are appearing.

The establishment of well-designed centres of research in adult education in such countries as Sweden, the United Kingdom, the USSR, Jugoslavia and France, has made it necessary for those concerned with adult learning in Canada and the United States to broaden their perspective.

Some approaches to learning theory have been underway in the Department of Adult Education at the Ontario Institute for Studies in Education from its opening day. The Department has given sustained attention to itself as a learning environment and has supported research and systematic reflection on such subjects as self-directed learning, adult development theory, "first person learning analysis", comparative learning roles of the student and the faculty, and matching conceptual levels of the learner and the instructor. Doctoral theses completed must now total more than a score, with many more to come. The Department's faculty does not have a unified ideology; it prefers pluralism and a healthy mixture of views and experiences, but a unifying concept is mathetics, meaning the sciences of a person learning, as contrasted with pedagogy or andragogy, which stress instruction/teaching.

Some theoretical formulations that are being tested and applied in North America include: applications of humanistic psychology (Maslow, Rogers, Perls, Berne, and others); aesthetic perspectives and the identification of myths and metaphors associated with learning styles; operant approaches based on Skinner may be criticized by some, but are widely practised by others; information processing of various kinds of cognitive material; emphasis on motivation, suggestion, and expectancy theory (the power over action derived from expectation); as well as what might be called neo-instinct learning theories.

A definite shift has taken place, a move from Thorndike and Skinner, interested in simplified explanations and procedures, to holistic and affective theories and practices, accommodating the whole organism, but with feelings and emotions a predominant concern.

Students of adult learning in North American are not well-informed about progress elsewhere, but are open to exchange. With so many theories, some of them somewhat in conflict, the need for comparative work and systematic sharing has become apparent. However, financial support for such co-operative work is not available and one measure needed to ensure satisfactory collaboration, which would be possible, is new forms of research support that will favour cooperation across disciplinary, ideological and political boundaries. One organization interested in fostering such collaboration is the International Council for Adult Education.

* * * * *

ADULT LEARNERS - THE CLASS AND THE INSTRUCTOR: A PANEL DISCUSSION

Paricipants:

Dr. Kenneth Abrahamsson, *Research and Development Unit, Swedish Board of Colleges and Universities*

Ms. Doris Bragg, *a housewife and active adult learner who recently completed her Master of Social Work degree at Wilfrid Laurier University returning to the formal education system after an absence of 13 years*

Mr. Larry Hawn, *a father and full-time undergraduate student in English literature at the University of Toronto, and a former social worker and systems researcher*

Mr. David Sutherland, *President of Sir Sandford Fleming College of Applied Arts and Technology*

Chair: Dr. Chris Knapper, *Teaching Resource Person, University of Waterloo*

Format:

Each speaker began with a brief statement of their background and experience in the field of adult education, then gave short comments about what they saw as the principal issues for adult learning in the immediate future. The rest of the session was a free-ranging discussion between panel members and members of the audience.

Conference participants had been asked to submit written questions before the session and these were circulated to panel members. Questions submitted include:

- How is it possible to get the working class student to fit into the university?
- How can we cope with study skills problems of adult learners?
- What types of different roles exist for instructors of adult learners?
- How can we deal with the minority group in a class comprising of a large number of adult learners and a small number of younger students (and vice versa)?
- How can we evaluate the skills of incoming students so as to tailor the class most effectively to the needs of the students?
- Is it possible to develop a dialectic materialistic theory of teaching and learning with the adult student?
- How can the adult instructor obtain help to improve his teaching - especially with adult learners?
- What is the future of adult learning?
- How can we avoid stereotyping the adult learner, e.g. as "the older woman with problems"?
- How can prior work experience be evaluated and given appropriate credit?

The Discussion

Among the points that were made in response to the above questions were the following:

- Adult learners often carry with them their own stereotypes; among these is the notion that professors know everything and the students knows nothing ("the student as blotter; the teacher as fountain").
- One alternative method of teaching adults that might prove fruitful is the 'resource circle', comprising of other students, instructors, and possibly people from outstide of the educational system.
- A very common theme in adult education is that of the teacher as a consultant, rather than the repository and presentation medium for all information.

There was general agreement that adult learners are usually very highly motivated, but one rather negative aspect of this state of affairs is the greater demand it places upon the system (the instructor, library resources, etc.). Although the adult learner might feel at a disadvantage in an environment dominated by younger people, this could also be construed as a social benefit in providing new social contacts and an introduction to different attitudes and ideas.

One difficulty for adult learners is often that they have very conventional expectations of instruction and education, based upon their prior learning experiences in the school system. Philosophies of education (for both adults and others) probably differ between Canada and Sweden. In Canada, education seems to be more career oriented, while in Sweden it is also a method of social reform.

A variety of approaches (ie. traditional lecturing, student-steered learning, peer-based learning, projects, etc.) is probably needed to cope with the different demands made by different types of learners. The question then arises as to whether these different approaches should be used in all or most institutions or whether each institution should specialize in one specific instructional technique.

At least one panel member felt that problems of adult students were greatly overrated and that, indeed, adult education is "a field in search of a rationale". Insofar as there was any one fact that could help the adult learner, it was probably the personal skills and interests of the individual teacher.

* * * * *

REACTIONS TO WORKING GROUPS' REPORTS

Alan Thomas
Department of Adult Education
Ontario Institute for Studies in Education

Following brief presentations by each of the Working Groups, Alan Thomas reflected on the groups' findings and experiences. The following summary highlights some of the points Thomas made.

On the issue of an institution's responses to adult learners, Thomas suggested that it more often than not asks, "What can we make of them?" not "What can we do with them?" The underlying assumption is that adults have the same reasons and motivations for being there as the instructors have.

The term 'adult student' carries both too much and too little meaning. It raises questions such as: What is the relationship between life experience and academic experience in the classroom? What is the relationship of experience and formal instruction in achieving a certain level of competence?

One of the largest 'educational' institutions is the Public Service Commission. In contrast to universities and colleges where the student fails first, then if a lot of students fail, the teacher is evaluated, and finally, if the situation is really bad, the programme is reviewed; the Public Service Commission and the private sector do not want to fail workers. If employees don't learn, the teacher is fired.

Noting the increasing movement of students (some with university degrees) to the community colleges and the movement of community colleges towards more rigorous standards, Thomas cited his first law of education: All educational institutions will move towards exclusivity - so much so that Ontario may develop a third type of post-secondary school institution once again aimed at providing alternative systems for the non-traditional learners.

Responding to the participant who, during the working group sessions, assumed the role of a teacher looking for retraining and visited local post-secondary institutions, Thomas suggested that even if a prospective adult student had the time, motivation and transportation to get "into the system", the best means of ensuring that the system met one's specific needs was to fi a precedent. The key to this is realizing that little communication takes place between faculties or departments. Thus, saying "the Physics Department said..." may go a long way in getting you what you want from the Chemistry Department.

Thomas cautioned participants about using statistical data compiled on adult learners in universities and colleges. Ontario has data on participation rates and the characteristics of adult learners which seem to indicate that half the population is not being reached because they consider the offerings of universities and colleges to be neither relevant nor coherent.

On educational policy and financing, Thomas suggested that participants may need to be intoxicated in order to understand it. Public policy on adults and adult education is just emerging. Between 1953 and 1975, courses developed at an unbelievably fast pace and reached their peak in an offering entitled, 'Ultimate Frisbee'.

Only now is the government beginning to realizing the potential of adults and adult learning, Dr. Thomas concluded.

* * * * *

GROUP REPORTS

GROUP REPORTS

During the second week of the workshop, participants investigated a number of issues related to the adult learner in post-secondary institutions. They visited institutions and organizations to discuss these issues or to experience being an adult learner. The papers in this section summarize the activities, findings and conclusions of the working groups.

The following reports are included in this section:

1) The adult learner in the classroom

2) The institution and the adult learner

3) The response to the adult learner

4) The adult learner and teacher training

5) Survey of technical education in community colleges and universities

6) Art, media and evnironmental health

7) Programme evaluation froneworks for selected health sciences post-degree programmes combining work experience and theory

8) Programmes and resources on and/or for women in the Toronto area.

THE ADULT LEARNER IN THE CLASSROOM: THREE PERSPECTIVES; CANADA/SWEDEN WORKSHOP PARTICIPANTS, FACULTY AND STUDENTS

Group members: *Lennart Blomqvist, Larry Hawn, Christer Lindfors, Jeannine R. Poirier, Bonnie Reberg, Mark Waldron, Anne-Marie Wicknertz*

Introduction

> It may seem hard to generalize about adults as learners because their characteristics vary so widely with respect to age, background, educational level, personality, economic situation, and many other characteristics.[1]

Such are the words of Jane A. Abramson, Professor of Continuing Education at the University of Saskatchewan, Canada. As we reflect upon this statement, and as we have progressed during this two-week Sweden/Canada Workshop on Adult Learners, we have become increasingly aware, if we had not realized this previously, that the adult learner is a complex subject to analyze.

Some claim that he is different from the younger learner, whilst certain persons tend to disagree. Others place emphasis on learning as a lifelong activity[2] rather than one which is characterized by the different stages in the development of the human being.

As adult educators, we are sometimes perplexed by the differing views which are constantly brought forth. However, one aspect which we can safely assume, through scholarly studies of Cyril Houle and others, is that the adult indeed can learn, and that although he shares many characteristics with other adult learners, he is also an individual who comes to the learning situation with the unique background of educational attainment, motivational aspirations, intellectual capacity, and physical strengths or weaknesses.

In our desire to explore further some of the concerns which we seemingly share about adult learners, our group has made an attempt to examine, at least superficially, a few of the dimensions relating to the adult learning situation, particularly in the classroom.

Statement of purpose of our inquiry

As a group, there were various dimensions of the adult learner which we wished to explore. More specifically, the areas which we felt were most relevant to us were the following:

(1) the fact of having an adult learner within the classroom
(2) the adult student's work and life experience
(3) the effects of a heterogeneous mix in the classroom

(4) the effect(s) on the quality of learning by the presence of adult learners within the classroom
(5) the skills deemed necessary for the adult student to function in the learning process.

As such,our aim was to explore, within severe constraints of time, the dimensions of the adult learner as outlined above.

Methodology

We would like to emphatically stress that our exploration cannot lay claim to the rigorous demands of empirical inquiry. No validity nor reliability testing has been attempted. Our exercise has been of an exploratory nature, but in so doing, we wished to respect, however, some measure of organization and structure.

Keeping in line with the objectives which have already been outlined, we formulated specific questions as follows:

(1) What is your main concern with having an adult in the classroom? (instructor)
    What is your main concern with being an adult in the classroom? (student)
(2) How do you relate the adult student's work and life experiences to the teaching/learning process?
(3) (a) What are the effects of a heterogeneous mix in the classroom?
    (b) How is the quality of learning affected by adult learners in the classroom?
    (c) What skills are necessary for the student to function in the learning process (i.e. as preparation for the classroom,as outside of the classroom)?

We then proceeded to obtain answers to these questions from three specific groups:

(1) a small sample of adult students at the University of Guelph (this group was represented primarily by students who were advanced part-time and recent graduates);
(2) a small sample of the faculty members at this same university;
(3) our team as a group.

We are indeed grateful to Dr. Mark Waldron, University of Guelph, for making the necessary arrangements for the meetings and also for the use of audiovisual equipment for our project.

The data for the first question were obtained through a somewhat simplified and shortened version of the nominal group or delphi technique, applied to each one of the individual groups. The raw data were organized through the use of very elementatry descriptive statistical techniques of determining totals, frequency distributions and ranking, the results of which are contained in this report. Individual reactions to the data were collected and are also contained in the report.

The second and third questions were responded to through the discussion method, the proceedings of which were videotaped for our analysis.

A content analysis of the interviews was then attempted by viewing the tapes, always retaining the following criteria in mind:

(1) work and life experience
(2) heterogeneous mix
(3) quality
(4) skills.

Basically, the criteria were in keeping with the essence of the questions which we posed to the groups.

In viewing the tapes, each team member made a list of the items which he or she extracted from the discussions; they were in turn collected and combined together for the report.

The fourth question was handled mainly by formulating lists of suggested skills as indicated by the members of each group.

In the process of the survey, it was the student group who accepted the process of the survey from the beginning to the end; they stayed for all questions and tried to respond to all.

In contrast, the faculty group sat through the first question, but insisted on constant input and qualifications. At the end of the first question, three-quarters of the group stood up and left with explanations and had decided for themselves the end point of the discussion and refused to participate anymore. The concluding comment might be formed as a question. Are the students more conditioned to accept their responsibility for a task from its beginning to its completion?

Summary of Findings

What is your main concern with having an adult in the classroom?

Students:
High priority to external factors as their social relationships and the institutional structures.
Low priority to internal and interactional factors. Few students focused on the teaching process.

Faculty:
The faculty is student-oriented rather than faculty-oriented. The student's unpreparedness, psychological and sociological inadequacies received top priority. Less priority in factors involving themselves, i.e. factors

as the teaching process which could indicate that the faculty will not adjust themselves.

Faculty seem not concerned with external factors as institutional structures. When we asked the question, five out of eight faculty members said that they did not have special concerns for adult students.

Ourselves:
High priority is given to generalized obstacles to learning such as interaction and internal factors.

We also give high priority to the teaching process and varying techniques used to adjust to the heterogeneous mix.

Individual factors such as lack of confidence, thinking and writing are mentioned as obstacles.

Not concerned with restrictions imposed by institutional structures and other external factors.

2. How do you relate the adult students' work and life experiences to the teaching/learning process?

Work and life experience would

(a) be considered to be advantageous to the adult students from their own perspectives;
(b) be a contribution to the learning situation;
(c) give the student the feeling of being valued as an adult.

Work and life experience could be

(a) a disadvantage from the point of view of faculty, if it becomes merely anecdotal;
(b) a barrier to the willingness to accept theoretical assumptions.

3. (A) What are the effects of a heterogeneous mix in the classroom?

I. A heterogeneous group of students was found:

(a) to be an advantage for learning by all three survey groups;
(b) to increase student participation;
(c) to lead to better questioning;
(d) to provide better quality learning experiences because of the variety of student backgrounds.

II. A heterogeneous group of students was also found:

(a) to discourage faculty/student interaction;
(b) to provide complex challenges to the instructor
e.g. finding the right instructional level;
assessing preparedness;
disposing of the 'myth' of 'professor as expert'

(B) How is the quality of learning affected by adult learners in the classroom?

I. Quality of learning was found:

(a) to increase with some control of the learning environment (S);
(b) to increase with the change in interaction between students and between student-instructor (F);
(c) to improve while adult learners are more willing to participate and make up a heterogeneous group (F);
(d) to improve when learning is seen as a process (O);
(e) to improve as the adult student is more committeed to learning (O).

II. Quality of learning was also found:

(a) to be limited by external factors (i.e. institutional structure, time limits, etc.) (S);
(b) to be negatively influenced by the professor's expectations (too many assignments, etc.) (S);
(c) to be limited by the instructor's difficulties
  - to build on the students' knowledge
  - to deal with being seen as an expert
  - to deal with the age difference (F)
(d) to be decreased by the adult student's "sets" that often cause them to resist change (O).

(C) What is your notion of quality of learning in higher education:

All three groups reflect the concern for the importance of using critical thinking, problem solving and abstract thinking in order to achieve high quality in the learning situation. Faculty were concerned with student emphasis on marks; this was not referred to by other groups. Students were concerned with rigid time frames and felt quality suffers when this is imposed by the institution. All three groups were emphasizing learning as it relates to the learner; the concept of teacher as learner was not focused on by any group nor was the quality of learning as it relates to the class/group as a whole. In general, the notion of quality was not discussed at length by any group.

4. What skills are necessary in order for the student to function in the learning process?

Students:
They began by emphasizing skills needed to function well within the classroom, then broadened their responses to include life skills useful for learning outside the classroom, i.e. planning your life, adaptability,role conflict and financial considerations.

Workshop Group:
We tend to generalize skills which can be seen as relevent both inside

and outside the classroom, i.e. abstract thinking, problem solving, communication skills.

Faculty:
In their responses, faculty began and stayed focused on skills requried to function well within the classroom. They did not seem concerned with skills needed in learning environments outside the classroom. But they showed awareness of the importance of their own contribution to developing skills in students, i.e. they began by discussing techniques to be imparted to students.

General:
Once again, the students showed an acceptance of the constraints of the classroom as defining skills with minor emphasis on skills in relation to learning outside the classroom. The workshop group showed assumptions on the direct relationship between skills for the classroom and skills for learning outside of it.

The faculty's emphasis on classroom skills developed an inductive model that culminated with a concept "the rules of the game" which identified problems adults learners have in higher education and also proposed a solution. The rules of the game amounted to an approach to learning in which faculty thought they should assist the adult learner to understand.

Footnotes

[1] Jane A. Abramson. The Adult as Learner. Publication No. 276, Continuing Education Program, College Education, University of Saskatchewan, Extension Education, Saskatoon, Canada, 1976. p. 1.

[2] Roger Boshier, Appendix (Consisting of Scenarios) to accompany The Future of Adult Education: An Inductively Derived Scenario, paper presented at the Adult Education Research Conference, Ann Arbour, Michigan, April 1979. p. 4.

Appendix

1. What is your main concern with having an adult in the classroom?

Students

Rank	Reply	Total	F.D.
1.	Family and peer attitudes re: studies	8	4
2.	Time limit re: degree program	6	3
3.	Availability of resources	4	2
4.5	Learn something new	3	1
4.5	Inflexibility of degree requirements	3	1
6	Emphasis on learning as a process on both sides (teachers and learners)	2	2
7.5	Limited evening course offerings	2	1
7.5	Knowledgeable counsellors	2	1

Faculty

Rank	Reply	Total	F.D.
1	(A) Lack of preparedness (a) about their previous knowledge (b) their unpreparedness with techniques (c) ability to participate (d) educational background (e) disciplining their minds	11	4
2	(B) Tensions (a) their tensions and feelings of inadequacy: nervousness (b) do not feel that they form part of the class (c) other responsibilities (d) approach written assignments with trepidation	8	4
3	(C) Interaction with other students (a) should have ability to participate (b) difference in levels of maturity between younger and older students	7	4
4	(D) Altering activities to better suit the adult	6	2
5	(E) Goals and objectives	4	2
6	(F) Assisting with theoretical aspects (a) may not be as open minded (b) sometimes unwilling to accept assumptions conditionally	3	3

Working Group Participants

Rank	Reply	Total	F.D.
1	Obstacles to learning (focusing, psychological, economic, communication, etc.)	12	6
2	Difficulty in meeting every student's goal	11	4
3	Accommodating differences in educational background and life experience	9	4
4	Using participative techniques	3	3
5	Lack of confidence (of students)	3	1
6	Lacking habit of abstract thinking	2	2
7	Lack of writing ability	2	1

2. How do you relate the adult students' work and life experiences to the teaching/learning process?

Students
- generally, the life/work experience not recognized by students. Felt that it might relate only to current work situation, not prior

- students feel professor wants them to be sponges and only absorb, not contribute to the learning situation

- age can establish credibility with professors

- life experiences make students expect to be treated as adults, but that does not seem to happen

Faculty
- life-work experience is a handicap - forget that, start to learn

- the real difference is between "better" students and others

- "better students" are intellectually superior (i.e. ex-tradesmen)

* * * * *

THE INSTITUTION AND THE ADULT LEARNER

Group members: *Mary Jane Edwards, Sylvia Gobom, Olof Johansson,*
Gusten Rolandsson, Lars-Inge Ström

General Introduction

Rather than focus on a particular aspect of adult learning as a group project, we decided to use the resources of this area to obtain information which would be useful to us in our individual lives when the workshop itself had become a pleasant memory. One member of our group decided to become a potential adult student in search of career counselling, while the rest of us chose to look at programs, courses, commissions or resources which related to one of our professional major or minor interests. Most of us set out initially to investigate the methods of internal program evaluation used in various departments visited. However, we soon discovered that there is very little evaluation of programs per se, thus we proceeded to gather information primarily through the use of personal contacts and interviews. The reports which follow include reactions to the career counselling offered to a potential adult student, as well as the results of contacts with individuals involved in chemistry, engineering, health sciences, management, teacher training, and women's studies programs.

We are all grateful to the people at the workshop who arranged the interviews for us as well as to the individuals with whom we talked.

From Redundant Teacher to Adult Learner - *Mary Jane Edwards*

On May 14 and 15, 1979, I became an adult learner; that is, I became a teacher who was facing redundancy and who was seeking a second career. In this role, I visited the School of Continuing Studies, Woodsworth College, and the Career Counselling and Placement Centre at the University of Toronto; Continuing Education, Counselling, the Office for Correspondence Courses, and Open College at Ryerson Polytechnical Institute; and the Women's Bureau of the Department of Labour (Ontario). At each place I was treated politely; I was given brochures and I received advice. On the whole, however, the experience was disturbing. Very little attempt was made by the counsellors to discover facts about me; the most helpful counselling I received was due to my being a woman, not as a redundant teacher; I did not receive information about a specific program I inquired about, even though such information was available; I received contradictory advice about a program from two counsellors at the same institution. My first conclusion is that a person, facing redundancy, should probably do what I did. But he/she will need patience, energy, time and unlimited optimism to survive an experience which may or may not help him/her make a decision about a second career. My second conclusion is that the institution may lose students suitable for their programs because of inadequate counselling.

Planning and Evaluation - *Olof Johansson, Gusten Rollandsson and Lars-Inge Ström*

In order to get a full picture of the adult learner in higher education, it is necessary to begin with planning and to end with evaluation. The deeper meaning of this statement is that there must be many possibilities to correct the educational system, both on a general level and in detail.

To find out how planning and evaluation work in different institutions, we visited:

1) The Political Science Department of York University;

2) The Public Service Commission of Canada;

3) Ryerson Polytechnical Institute; and

4) The University of Ottawa.

From these four institutions, we got a detailed picture of the formal planning. We found, however, differences among the four institutions in regard to their evaluation systems.

At York, there existed no formal evaluation program in the Political Science Department and none was planned.

In contrast, the Public Service Commission was very concerned with the problems of evaluation. About 85 different courses are offered and each one is carefully evaluated at three different stages. Included in the evaluation system were the teacher, the student and the program itself. The governmental department or institution from which the adult students come is also given the opportunity to comment on the course.

At Ryerson, we found no actual evaluation, but one can still talk about evaluation in regard to this institution. Every course and program is developed in close cooperation with the employers. The competition for admission to the courses is very keen. Every course has a final examination and the failure rate per course ranges from 40% to 70%. Ryerson's explanation for not formally evaluating its program was that the 100% employment of its graduates proved the program's success.

From the University of Ottawa, we received a report to the Senate on the evaluation of teaching and courses, which outlined a process of evaluation similar to that of the Public Service Commission. In this respect, Ottawa differed from York.

From this investigation, we have not been able to draw any general conclusions, but we can see that there are differences among the institutions which deserve more systematic exploration.

Self-Instructional Material in Chemistry - *Sylvia Gobom*

Purpose: My purpose was to investigate self-instructional material in Chemistry available at various local institutions. I was specifically looking for material which was supposed to be used by students of all ages at universities and/or by adult learners who wanted to refesh their knowledge of high school chemistry.

Approach: In pursuit of this material, the following institutions and persons were visited:

- Ryerson Polytechnical Institute:
  - Ike Morgulis, Director of the Instructional Development Centre
  - Jay Phipps, Coordinator, Media Centre
  - William Fidler, Chairman, Chemical and Metallurgical Technology Department

- The Ontario Institute for Studies in Education, Library

- McMaster University
  - R.J. Gillespie, Professor of Chemistry
  - D.A. Humphreys, Professor of Chemical Education
  - P. Nevidon, Professor of Social Work and participant in the Canada/Sweden Workshop 1978

- University of Toronto
  - Kaj Nielsen, Professor of Physical and Analytical Chemistry

- Ontario Science Centre

Findings:

- Practical work with the outstanding equipment in the Media Centre at Ryerson and information on the administration of their software material in different subjects. At present, not much material for Chemistry is available;

- Information about innovative courses designed to reach the adult learner via radio (Ryerson Open College);

- Verbal information and written material about self-instructional material is available in North America and Europe;

- Valuable discussions about the content of chemistry courses, teaching methods, textbooks and examinations;

- There was a great interest in science shown by the many visitors to the Ontario Science Centre on a Sunday morning;

- Negotiations with a Canadian professor, who is a specialist in Chemical Education, concerning a visit to Chalmers University of Technology in Sweden.

* * * * *

THE RESPONSE TO THE ADULT LEARNER

Group members: *Jerome Brown, Sam Luker, Monique Lussier, Oliver Renborg, Rustum Sethna*

Introduction

This report, a survey study or distillation of our thoughts apropos of the needs of the adult learner and the responses of instructors, institutions and society to those needs, is based on our readings in the relevant literature, on the discussions we have had among ourselves, and on interviews with individuals who have worked in the field of adult learning for a number of years. Specifically, we were privileged to interview Dr. Don Brundage of the Department of Adult Education, Ontario Institute for Studies in Education; Dr. Ron Taber, Student Services and Counselling, Ryerson Polytechnical Institute; and Dr. David Nimmo, Director of Student Services, Woodsworth College, University of Toronto. We wish to take this opportunity to thank these individuals for sharing their time and expertise so generously with us.

Fundamental to our remarks about the adult learner, his needs and our responses to them is the observation that it is by no means clear what is meant by the term "adult learner" and it is even less clear what is meant by a whole host of other terms often used in connection with the term "adult learner". There are full-time and part-time adult learners at universities and colleges. The part-time adult learner may be taking a single course in an effort to upgrade himself; he may be working towards a degree (as a full-time adult learner); he may be pursuing a complete programme, but not necessarily a degree, in an effort to adopt a new life style. He may be in a continuing education programme (and there is a variety of interpretations as to what exactly this means) or he may be in a credit course programme. He may be in adult learning, but not in formal adult education, inasmuch as he may be pursuing a more or less disciplined, more or less self-directed investigation of a specific topic without being enrolled in any formal classes in an institution of one kind or another.

In short, the taxonomy of the adult student is not easily delineated and difficulties in making comparisons between the Canadian and Swedish educational systems do nothing to alleviate this problem. What is needed here is a common vocabulary with fairly definite meanings - a common vocabulary that can be generated only through the efforts of and with the full cooperation of interested parties at the university, college, industrial and governmental levels.

We have already alluded to the difficulty, so often in evidence during the first week of this workshop, of comparing the Swedish and Canadian post-secondary educational systems. As we might expect, this difficulty makes itself felt in the very concept of the adult student. In the area of "recurrent" education in

Sweden, for example, we are (as of now, at least) dealing mainly with adult students who are practising members of some profession or other. They have an eye mainly for the improvement of their skills in that profession. We may well wonder what will happen in a few years time when many citizens of Sweden find themselves in the same position as the residents of Ontario today; when many Swedes are looking for the kind of degree, diploma and certificate-oriented part-time learning experiences so much in evidence in Ontario's universities and colleges. In Sweden, we are looking at a university system which is not as flexible as ours; the conflict between universities and colleges is not present. People in Sweden are just now reaching the point of wanting to avail themselves of educational opportunities to pursue a degree on a part-time basis after, perhaps, working for a number of years at a job. In a word, can a system adjust to accommodate the aspirations of these people - a system which may not have as much flexibility in the design of programmes as Ontario's has? Employers' needs, for example, are often taken into account in Sweden as a source of inspiration for a specific study programme for adults. But the programme itself may then follow a rather rigid pattern along traditional lines. This, in fact, may not result in an adult learning experience that is attractive to adults who simply wish to proceed towards a degree on a part-time basis, perhaps in the evening.

Some Areas of "Response"

Acknowledging the multiplicity of types of adult learners that we encounter in adult education, we are led to believe that this calls for a multiplicity of responses in order to make the learning experience a fruitful one. As a matter of fact, institutions and instructors ignore at their peril the need to guide students in a way that results in their learning experiences fitting their needs, goals and aspirations. This will, of course, involve the use of specially trained learning skills workshop leaders if the educational experience of the average adult learner is to be positive, challenging and rewarding.

This ideal, however, has all too often remained just that, an ideal not yet reached. New programmes and new responses must continually be created to fit these needs, goals and aspirations. The responses created must reflect the differences in the developmental stages of the adult learner so that what we have at the end is genuine learning for living, not a fossilized remnant of what were admittedly unimpeachable hopes and expectations. The adult at forty years of age is functioning differently both at the cognitive and affective levels than the adult at thirty. The responses to the adult at these two stages must, in fact, be different.

The presumptive adult learner (i.e. the prospective or potential adult learner; the one who could be induced to think about entering a formal learning situation once again) must be responded to also and cannot be forgotten in institutional planning. His needs must be ascertained in spite of the fact that there is as yet no convenient way of researching the market to find out what those needs are. Indeed, in a real sense, the institution may not even exist for the presumptive adult student because of time limitations, distance, financial considerations, disabilities or the very nature of present day institutions and societies where leisure time is still often viewed as something inherently sinful. We talk profoundly and widely of providing meaningful recreational educational programmes or physical education programmes that would be beneficial to adults in keeping fit. All too often, however, such programmes are frozen at the level of wishful thinking or, *mirabile dictu*, in actual existence, they are too expensive to pursue; offered at inconvenient locations and times; in general, of benefit to no one interested in either recreation or fitness.

Those with a developed interest in community involvement; those who have demonstrated this interest by a practical and active commitment in such areas as consumerism and environmental concern, and within such groups as Big Brother, Third World Development, trade unions and senior citizens organizations - these people are often not recognized by institutions when it comes to getting a more theoretical background so that their actions might become more effective. There are situations where action precedes learning and, in fact, stimulates the desire to learn. Individuals commit themselves to a certain cause, often passionately, and at some point or another become dissatisfied with what is contained in the material provided by the organization. Post-secondary school institutions should be prepared to respond to this need, not by serving up some stale dish under its own or an assumed name, but with fresh, imaginative, and functional courses and programmes.

The Needs of the Adult Learner

If responses are to be made to the adult learner, then felt needs ought to be enumerated and analyzed as to their origins. Here we have considered the needs of adults leaners from both the internal and external points of view. We concludewith some remarks about these needs as considered from the point of view of the institution.

One of the more obvious felt needs of the adult learner, and indeed the one that more often than any other leads him to post-secondary school education, is the desire to upgrade himself. In a world of increasing technological complexity, job skills need constant honing, refinement and improvement. Too, promotions may not come easily in times of economic restraint. At least some post-secondary school education is seen by the adult learner as a means of giving him an advantage over his peers in an increasingly tight job market.

But there are also needs far less oriented toward the market place. Aristotle put it well: "All men by nature desire to know." It is still as true today as it was over two thousand years ago. There is a simple need to keep learning throughout adult life - the thirst for new ideas, the curiosity and spirit of continuing wonder which produces a perpetual dissatisfaction and an itch to know which is often as present in the factory's lunch room as it is in the institutional class room.

Someadults feel a need for something more than mere job upgrading; they want to work their way into an entirely new job or into a new life style. There are social needs - the need to take a more active part in society and to co-exist better in a social relationship. To paraphrase Aristotle again, anyone who is not social must be either a beast or a god.

There is the need to demonstrate personality, individuality or uniqueness. The need to demonstrate and show off to the world "my self". Man, as Piaget remarked, is both actor and reactor. He may want only to gain insights into his own self, or to prove to himself simply that he can overcome his own limitations; that he can still do it. Often these wants may themselves come into being through a crisis of some sort: divorce, death, personal handicap, or job loss. The crisis must be ridden out and often it is thought that a return to the classroom will help in this process. Perhaps the crisis is not so traumatic; perhaps it is nothing more than a sporadic, albeit persistently, nagging feeling of inferiority at public meetings or in other social and professional meeting situations.

Among external needs, those whose locus is more outside the adult learner than within him, we would note first the need to "fight the system": a system which, as we have noted, is becoming increasingly complex and, therefore, frustrating to those lacking in the knowledge of how it works. An adult may be driven back to the classroom by nothing more than a desire to know enough to seek redress for a grievance, real or imagined.

The work ethic itself often forces people to learn. It may often be the external counterpart of the internal desire to know. Work is seen as compulsory and to work often requires more and more education. At its best, the work ethic may compel the adult to learn in order to increase his happiness; at the worst, it may drive people into white collar jobs in which they may find themselves feeling unhappy and trapped. The work ethic has a multiplier effect on the need for more education. That is, it compels adults to learn; this, in turn, creates or makes them aware of other material needs; this, in turn, may compel them to seek still more education in order to earn the money necessary to purchase the things that will satisfy those needs (the phenomenom of "keeping up with the Joneses" fits in here). In a more abstract form, this can be seen as a pressure for education arising from the simple need for status.

Pressures from employers can be seen as a need for education arising from an external source: so can a governmental policy which demands that there be some connection between education and the labour market; that people be educated to fit in where there are employment openings. On a perhaps more human level, a parent may feel the need for further education arising from the fear that he is losing contact with his children; that he just does not "know enough" and thus cannot communicate effectively with them. There is also the advice to "go back to school" as a therapeutic procedure which will meet part of a patient's or client's needs.

Nor can we ignore the role played by the universities and colleges themselves in this whole area of creating needs for adult education as opposed to simply responding to needs already demonstrated, or, at least, making the presumptive learner aware that those needs can be responded to. A fine line is called for here. There is nothing wrong with a university or college raising a person's needs to the conscious level - "creating a need", as it were. This is comparable to making people aware that a product is available. It is another matter entirely to make promises for education or for educational programmes when it is known clearly that there is misrepresentation, or that such promises simply cannot be kept. Declining enrollments may lead universities and colleges to believe that "anything goes" in the quest for more students. It is our view that when universities and colleges respond to students' needs - needs that are products only of their own ingenuity- such efforts are bound to be counterproductive in the long run. The disappointment of students is a luxury which universities and colleges cannot afford, nor were they ever intended to exacerbate what Marx called "the anarchy of the marketplace". Likewise, narrow emphasis on skills training in adult education to the almost total exclusion of theoretical concerns may, in turn, lead to a rather stereotyped and sterile model of humankind, to the ultimate detriment of all of us in society. No matter how tantalizing the prospect of increased enrollment is, it would seem wise for universities and colleges to steer clear of this path.

There are, then, these institutional forces at work producing needs in adults to which the institutions feelthat they alone are able to respond. Put somewhat more realistically (some might say cynically), there is the need for all of us to keep our jobs. This, we repeat, is not in itself an unreasonable concern, but it may lead institutions to view the adult student in much the same way as the ordinary foot soldier is sometimes viewed in battle - as cannon fodder in the war against redundancies. Thus, the institution from its point of view may feel the need to maintain certain "academic standards" - standards which may come into conflict with the needs and the desires of adult students and which are, in any event, all too often, ill thought out and only vaguely formulated. It seems to us that any standards adopted by an institution should be standards that are not watered down, but clearly mindful of the needs of adults.

Origins of Adult Students' Needs

What we have said above is rather indicative of where we think adult students' needs originate. We, however, do have some further thoughts on this matter. In part, adult students' needs originate from the complex character of twentieth century society, itself. As Toffler has pointed out in Future Shock, we are witnesses to the death of permanence; witnesses to an age where Herachitus has come into his own ("No man can step into the same river twice"), an age in which the only reality is change itself and "the future is now". Instant answers for what is yet to come are demanded right now and more education is thoughtto be the source of those answers. To some extent, these thoughts are perfectly correct, although, as we have warned, it is often just a wish; a wish which institutions may or may not be able to make into a reality.

Adult students' needs may also originate from the general social situation in which the adult finds himself. He may notice that all those around him, on the job, in his neighbourhood, in whatever social organizations he is a member, are attending school and he may come to feel that there is something wrong with hime for not doing the same thing. The housewife may feel that now all the children are at school that "Now it's my turn!".

Optimal Counselling Situations

Whatever the needs of the adult student, whatever their origins, counselling will surely be part of the institution's and instructor's response. Some caution should be exercised in this area. It is easy to say that counselling should take place when the adult needs it, but there remains the thorny problem of where the initiation for the whole process should come from. Do I or do I not, as an instructor or an academic counsellor, approach the student? This question has no simple answer. There is the possibility of invading a student's privacy. The student may feel that we are simply being nosey, or he may be receiving counselling from another source, and our efforts to help may only serve to increase his anxiety.

While no hard and fast rules can be laid down, in general, the personality of the instructor or counsellor and the general climate in which both he and the student find themselves must be taken into account. In this regard, even the attitude and the manner of the department's secretary is important (though this seems to be truer in Canada than in Sweden).

It is not simply the case that students are often unaware of the kinds of counselling services that are available, it may be the case that even the most academically self-assured adult student has needs of which he is unaware or has only a vague feeling that perhaps he is not doing what he should be doing after all. He may be unable to specify his needs in greater detail than this. Perhaps, some types of counselling, consciousness-raising in nature, might be made available. Such counselling, however, may produce a painful or dangerous situation. We believe that as instructors we should try to restrict ourselves to academic counselling in the educational environment; that we should recognize the painful areas into which we may be entering when we engage in counselling that is not academic; and that our aim ideally should be to facilitate in terms of the adult student's goals. We further recognize, however, that we cannot always neatly compartmentalize personal and educational needs.

When should counselling occur? Briefly, at any time when the need arises. This means to us that a variety of experiences should be provided in advance of admission to a university or college, as well as providing a programme of on-going and responsive counselling. With some reservations, the programmes operating at Woodsworth College of the University of Toronto might serve as a model. We are referring to the orientation session of six weeks during which 18 hours are available to all students enrolling as adults in full- or part-time programmes and to the labs in such areas as writing, mathematics and science which are available on an ongoing basis. Woodworth's pre-university course programme, in which students lacking secondary school graduate qualifications are required to take one course at the grade 13 level in order to see how they might do in university, also appears to be commendable, although some of us have reservations about a programme with a drop-out rate of about 40 per cent. The idea of remaining flexible enough to arrange for group or individual counselling sessions as the need arises should also be part of any good counselling service.

Too often, it seems to us, the counselling timetable is not in accord with the adult student's demands of life and work. It should go without saying that the adult student should be able to obtain counselling when he, the student, is available and that this may mean some revision in the institution's idea of a 9:00 a.m. to 5:00 p.m. or even occasionally the 9:00 a.m. to 7:00 p.m. day. We live in a twenty-four hour a day society. There are gas stations open 24 hours a day; there are supermarkets and variety stores open around the clock; many industries operate on the three shifts a day pattern with workers having to rotate among all three shifts; the police, nurses, doctors, ambulance drivers --all are available around the clock. We would simply ask the question: as an ideal, can institutions of post-secondary education any longer ignore the possibility of providing 24 hour a day counselling services, at least at certain times of the year? At the very least, considering the availability of instructors, a contract of counselling must be made with present and presumptive adult learners and this contract must be drawn up on a practical basis. The counselling that takes place must be broad enough in its frames of reference to cover not just traditional academic matters, but such things as the physical health and the financial needs of such students.

Where should such counselling take place? Again a brief answer is possible: anywhere. Anywhere there are present or presumptive adult learners. A look at Woodsworth College is once more in order. They have no hesitation apparently about conducting at least their pre-university courses in such places as the Toronto Dominion Centre and, during lunch hour, at a local General Motors plant. Counselling, then, can reach out to the job site, and, if at the institution, it should take place as close as possible to "where" the student is going to study (i.e. preferably in the department; at least in the faculty). Counselling can take place in private, in a local pub, in a room adequate to take a group of students. We note that perhaps the provided counselling office may be the worst place where the counselling can be done. Often, the women's centre, where one exists, can be of great help.

How should counselling take place? A variety of approaches are called for, as the Woodsworth College situation (described above) indicates. We should have in mind what kind of institution we are talking about, as this may have much to do with the counselling approaches to be adopted. The idea is to have effective techniques for finding out what the specific problems are, and having the means of reducing those problems to a minimum.

We note that there are some possible problems in instructor counselling. There is the problem of keeping the good instructor/counsellor from becoming overloaded. How, that is, do we spread the load around? And what do we do with counsellors who are fulfilling their own needs rather than the needs of the students? Finally, some courses may simply take more time than others. How does an instructor in such a situation allot time for counselling without beggaring his own course preparation and family obligations? There seem to be no easy answers to these questions outside of the actual concrete efforts at setting up a well planned counselling programme. Within the framework of such a programme, however, we believe that appropriate accommodations can be worked out. It ought not to be necessary to send students running from one place to another in their efforts to obtain counselling and, above all, the prevailing rule should be: as much sensitivity to students' affairs as we bring to our own.

Who should do the counselling? As we have indicated, there are problems with instructor-centred counselling approaches. This leads us to believe that the basic responsibility for personal and academic counselling lies with the division of counselling, where one is available, and not with the instructor or the registrar's office. Instructors have a role to play, but that role should be short-term and secondary. It should go without saying that whoever is counselling, the times when he is available should be readily known.

The Design of Programmes

As a general rule, there should be as much flexibility as possible in course offerings, programmes and times when courses are offered. Woodsworth's programme of pre-university courses, though mentioned before, is again noteworthy in this context. Institutions should offer courses for different populations (immigrants, the handicapped, senior citizens, etc.), recognizing that such adult students may require different approaches, without being patronized. There can be degrees offered for which no departmental major is specified, as at Woodsworth and as is the case with the Bachelor of General Studies degree offered at Oakland University in Michigan.

Any programme for which a student expresses a desire is conceivable, making use of existing courses in existing disciplines. But, if such programmes are to become effective operations, there must be more interdisciplinary work. At present, divisions among departments, originally set up for administrative purposes, have become questionable academic divisions, serving as barriers to learning and creating an atmosphere of territorial defensiveness. We do not see the student as important; our first loyalty is to our discipline, our department, our faculty. The needs of adult learners, we feel, cannot be responded to as long as these practices prevail.

We are not here advocating, it should be noted, an intellectual pot-pourri, with one student being allowed to select only desserts, while ignoring the meat and vegetables. We are proposing a disciplined pursuit within a given area, but one which crosses departmental boundaries. At that, even within departments as presently constituted, there is often little flexibility of programmes or of teaching methods with regard to the adult student. It is all still very much a matter of "talk and chalk" when there are great possibilities in case studies, simulation games, psychodrama and audiovisual techniques, to name but a few.

Surely there are possibilities for work-study programmes beyond what now exists? There ought to be room for more flexibility in the two semesters, one or two nights a week classes for part-time students. We are thinking of intensive and concentrated programmes, such as one weekend a month for classes and the rest of the time for reading and assignments. Perhaps, through more flexibility, both in Canada and in Sweden, we could improve present programmes to reduce the drop-out rate, instead of just creating more new programmes of the same type.

There ought to be more flexibility in assignments, allowing for choices which may vary for those with life and work experience and for those without these. A choice of examination format for the adult learner might also be in order; a choice of course materials (once the "necessities" are covered) is also conceivable. Contract learning might help relieve the anxieties which are often experienced by the adult student. We note, with approval, a current practice in Sweden which has been mentioned several times during this workshop. This is the practice of the joint faculty/student consultation in the design of a course, with a similar consultation for reciprocal faculty/student consultation at the end of a course.

There are myriad other possibilities for course and programme flexibility. More and better developed correspondence courses come to mind, as do more "open" college systems (with appropriate phone services and innovative media use, as is done at Ryerson Polytechnical Institute) for students who cannot come to the institution. There are academic projects which can be done, for credit, on the job and after the students leave the classroom. By project, we mean, where a student applies what he has learned and ties it in, perhaps, with work experience he has brought with him to the classroom. Indeed, this may be one of the best ways to determine whether the student has had appropriate work experience. There can be seminars where adult students bring in their own visiting experts, resource people, guest speakers or interviewers. In regard to universities specifically, both in Canada and in Sweden, one step in the right direction might be more use of senior professors in predominantly adult classes. There should also be enough flexibility in presentations to allow for the use of contemporary material (e.g. from newspapers, television, etc.) when appropriate.

None of this is likely to occur if we simply adopt the approach of asking adult students what they would like. Similar to the situation in which a patient is unable to diagnose and prescribe for himself, the adult student is likely to continue with the familiar on the supposition that "the devil you know is still better than the devil you don't know". It is often difficult to get adult students to use new methods. Such changes should be introduced by instructors and institutions with the caveat that above all there is a need for more disciplined experimentation in teaching methods. If the 1960's have taught us anything at all in Canada at least, they ought to have taught us that changes in educational format which are hastily improvised and badly thought out as to the possible consequences, are often worse than no changes at all.

In any design of programmes, there is the problem of the heterogeneous adult population. There comes a point, of course, when differences must be recognized in certain contexts and not simply eliminated. There are the emotionally and physically handicapped. In certain respects, the needs of the adult male and the adult female may be different in certain programmes. For these reasons, because of differences in background or for many other reasons, it may be necessary to divide a class, effectively if not de jure, into two classes. Homogeneity, however, may lead to segregation if this tactic is used. There are, however, desirable alternatives which should be explored.

Contracting for the most suitable instructor for a given group is one of them. If Woodsworth College is any example, it would appear that an independent programme for adult students can be advantageous. In this set up the instructors employed on independent contacts for teaching Woodsworth courses are not employed again if they do not receive good student evaluations. Another example would be the practice followed by the Dramatic Institute in Sweden, an institution which is relatively autonomous in the Swedish educational system. This autonomy permits it to place a heavier emphasis on working life experience than is possible in other post-secondary school institutions. We refer, in particular, to the one year programme for programme production in theatre, radio, film and television. Because of the relatively autonomous character of the programme, it can be tailored to the needs of the student as well as to the policy demands of the institution. Advance knowledge of the adult students' backgrounds is necessary if an instructor is to deal effectively with heterogeneous groups. An interesting counselling technique which might have implications for reducing the obstacles to learning created by heterogeneity was suggested to us by personnel at Ryerson.

At that institution, there are ongoing group counselling activities which attempt to sensitize faculty members to the needs of adult students and desensitize adult students to their own fears and anxieties in regard to learning.

Post-Educational Expectations: Time Limitations and Realism

We have already indicated earlier in this report that, while institutional standards should be maintained, there should be valid standards for the adult student population. These standards or expectations should be clearly stated to the students early in the course. There must be a realistic appraisal of what the course can offer them - this appraisal often can be given only by the instructor. If a certificate programme is unlikely to lead to future job opportunities, this should be clearly stated. An adult student, particularly one who is studying on a part-time basis and may be taking as long as seven years to obtain a degree, should be apprised of the rapidly changing world and the implications this may have for his programme of study.

Postscript and Conclusion

The adult student population is a different one in some important respects at least and we have to look at its needs. But it is just as true to say that we cannot lump all adult students into one category: they differ in some important aspects (age, developmental stage reached, sex - women are in the ascendancy now in adult education and in the majority of programmes in universities and possibly colleges in Ontario, but not so much in Sweden, life and work experiences). Even what we have said in this report applies, we believe, only to present students. As the market changes, there will be different needs which will require different responses and, therefore, no five or ten year plan will suffice. Who knows? Assuming that the practice of early retirement will become more widespread and that a larger percentage of the adult population will be over 50 years of age, ten years from now, these adults may form the adult population of post-secondary education both in Sweden and in Canada.

The younger student, however, should not be ignored. They may continue to dominate the full-time day programmes. Besides, they are tomorrow's adult students and it ill-behooves us to leave them with a bad taste in their mouth in regard to their own post-secondary educational experiences.

There should be ongoing re-evaluations of programmes, courses, teaching, etc., since ideals and reforms put forward by commissions on education in both Canada and Sweden often remain unrealized. Research should be conducted into what our adult students will be doing two, five or ten years later. There should be various follow-up studies too. There should be more research on who the successful teachers are and why they are successful.

Last, but certainly not least, there is a real need for the continuation of workshops such as the Sweden/Canada Workshop as part of the process of ongoing re-evaluation. Formally and informally, we have benefitted from it. We are grateful for having had the opportunity to learn so much in so short a period of time.

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THE ADULT LEARNER AND TEACHER TRAINING

Group members: *Birgitta Björkblom, Phyllis Couse, François Dupont,*
Arne Gustavsson, Bruno Nordström, Ulf Samuelsson

We chose as our task to study the adult learner in the context of teacher training institutions. We were concerned with programmes offered by teacher training institutions to adults and whether special or particular attention was paid to the adult learner. We compared the Ontario and Swedish systems of teacher training education and how they affected the number of adults accepted by the institutions.

(A) Entrance Requirements

(a) In Ontario

One must distinguish between those students wanting to obtain a certificate in such areas as early childhood education and those wishing to obtain the more formal teaching certificate through faculties of education for teaching at the kindergarten to grade 13 levels. Many community colleges accept mature students on a full-time basis as well as part-time basis for the two year certificate programmes. Institutions of higher education also offer degree programmes in early childhood education. All faculties of education will accept students into basic undergraduate programmes providing they have a grade 13 standing. Most of the students accepted into these programmes will not have attained the age of 25 years which was defined by the workshop as the minimum age for a mature student. Many adult students, of course, will be accepted on a full-time or part-time basis into M.A. or Ph.D. programmes providing they have the prerequisite level of learning.

(b) In Sweden

The selection of students is made by the National Board of Higher Education. Acceptance into teacher training will be determined by the number of points an applicant has accumulated through school marks and work experience. The computer plays a predominant role in maintaining a record of points. The National Board of Higher Education also offers the prospective students a choice of universities or colleges. There are always many more applicants for teacher training than there are places. The average age of the students accepted into the programme is 30 years of age, because of the great competition,

(B) Why Students Wish to Enter the Teaching Profession

(a) In Sweden

A teaching position in Sweden offers a more permanent job than do many other fields of endeavour. Good salaries combined with long vacations are good motivators for becoming teachers. Many parents and youth leaders who have experience in working with children develop the desire to work with children professionally. Because of the high job mobility and the desire of many adults to change professions, many Swedish people will have as many as three professions during their working life.

(b) In Ontario

Most students enter the teaching profession because of their desire to work with young people. A few use it as a stepping stone to other professions. Once a teaching certificate has been received most teachers are required to upgrade their teaching qualifications. Improved skills and increased knowledge will provide them with better salaries as well as the opportunity for a promotion within the school system. In addition many teachers attend university courses or professional development seminars in order to improve their teaching strategies. Special education seems to be the most popular specialty at the present time.

(C) The Status of the Adult Learner

(a) In Ontario

The teaching techniques used in teacher training institutions are the same for both adult and younger learners. Very few professors seem to realize that each group has special and different needs. The curriculum and texts are determined by the professor. The evaluation is the sole responsibility of the professor and the associate teacher.

(b) In Sweden

In the past, very little consideration was given to the adult learner's problems because their numbers were small. With the rapid increase in the number of adult students, new teaching techniques are being developed. The students often have very definite opinions about the curriculum and textbooks. It is, therefore, very natural for professors and students to develop the curriculum and to select the textbooks together. The evaluation of the student is done by the professor and associate teachers. During the programme of studies, there are many opportunities for the student to evaluate himself or be evaluated by the instructor. In some instances, the student will evaluate the course either during or after its completion.

(D) Teacher Training Institutions in Ontario and Sweden

(a) In Ontario

At the present time all teachers in the Ontario school system are required to have a B.A. or B.Ed. and a teaching certificate in order to teach at any level. There are three approaches to training teachers. The first type may be called the full-time consecutive system. Students can obtain a three or four year Bachelor's degree and then attend an institution for teacher training. This one year programme includes a minimum of eight weeks of practice teaching. Most students are 18 to 22 years of age. The second approach can be called the full-time concurrent programme. A student will attend an institution offering both a B.A. and a B.Ed. programme for a four or five year period. Students will complete approximately 9 weeks of practice teaching. Upon graduation, a student receives a teaching certificate. Approximately 15% might be adult students. The third approach is the preparation of teachers for technological studies in the secondary school system. Teachers for technological subjects are recruited from the business or industrial market. They must have at least five years experience in their field as well as a secondary school graduation diploma (Grade 12). After completing three summer courses of six weeks each, plus two years of teaching in their field of technological studies, they obtain an Ontario Teaching Certificate. Most students in this category are 30 years of age or more.

It should be pointed out that despite the decrease in the number of children and teachers in the Ontario school system, few institutions are voluntarily reducing the size of their teacher training programmes.

Institutions also offer a variety of part-time programmes for professional development. These may vary from several seminars to certificate courses offered over a period of three summers. The most popular programme at present is in special education. Most of the students in these programmes are adult learners - that is, teachers employed in the system who are upgrading their qualifications. Special education is of particular interest since children with special needs are now being integrated into normal classrooms.

(b) In Sweden

In Sweden, children begin school at the age of seven years. Teachers intending to teach grades 1, 2 and 3 attend a faculty of education in a university or college for 2-1/2 years, including about 30 weeks of practice teaching. Teachers for grades 4, 5 and 6 attend for three years, including about 30 weeks of practice teaching. Teachers for grades 7 through 12 attend a university programme and specialize in two or three subject areas for a period of four years. After this, they attend a faculty of education for one year. The Swedish system of education also includes a grade 13 which offers scientific and technological subjects. In contrast to the Ontario system of higher education (following graduation from grade 13) in which students pay an annual fee and the Ontario government pays the institution on a full-time student attendance basis, the Swedish teacher training programme is free.

(E) Issues

A comparison of the two systems of teacher training programmes and adult learners in Ontario and Sweden indicates a number of different issues or areas of concern for educators.

In Ontario there are few full-time adult learners, since most are part-time students in evening or summer programmes. Ontario institutions appear to consider the adult learner as similar to younger students. Adult students differ from younger students in their initial high level of anxiety about their ability to cope. Adult students can contribute to the learning of others through their life experiences. Adult learners may also be coping with families and work as well as with their studies. Few professors in Ontario's teacher training institutions have training in adult education techniques.

A second major difference between Ontario and Sweden is that the Swedish government decides on the number of teachers to be trained. Teaching positions are available in Sweden. In Ontario, there are too many teachers and too few students. Although the distribution and need for teachers in the Swedish school system are planned for in advance, the dropout rate of teachers and of teachers who have received training has not been considered. Some students who are enrolled in teacher training programmes do not plan to teach and they consider the trining to be stepping stone to other courses. Teachers in the Swedish school system may choose to become part-time or half-time teachers. Teachers may leave the system after several years if they are dissatisfied with the profession and find that it does not meet their expectations. Finally, they may leave because they are having difficulties in handling discipline problems and are experiencing feelings of inadequacy.

Teachers who remain in the Swedish system have job security. Ontario teachers, on the other hand, have grave concerns about the possibility of being able to continue in their profession.

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SURVEY OF TECHNICAL EDUCATION IN COMMUNITY COLLEGES AND UNIVERSITIES

Group members: Torsten Lundgren and Christina Ullenius

The Canadian system for engineering education is actually quite similar to the Swedish system although inititally they do not seem to be alike.

Adult students usually start from the first year in every career. That is, because learning technical subjects need a lot of pre-knowledge in fundamental science, the technician or technologist usually begins undergraduate studies without any credits, although it is also possible that a student may have credits from part-time or continuing education courses.

In noting the educational pattern or flow, there seems to be a number of students who decide to complete their studies with vocational training after having recieved a B.A. and not being able to find a job.

After having completed the appropriate university courses and having received a B.Sc. degree, accreditation as a professional engineer may follow. This requires two years of work experience. Students graduating from Ryerson Polytechnical Institute may take an examination and complete certain university courses in order to become professional engineers. Studies at Ryerson for the B.Sc. degree include one year of work experience. The following year is often taken as evening courses which span two or more years. The students' work experience can be of use in particular courses and especially in projects the students must complete.

Financing

It seems that the students do not know the origin of the money received by colleges and universities. The fees that the students pay are rather high but they contribute only a little to the real costs of education. There seems to be different viewpoints about fees. Some thought that it was good that there was a tuition fee because it made the students feel that they "bought" their education. Others felt that fees excluded many students or that students were forced to work too hard to obtain the money.

Advisory Committees

Every five years the professional association sends an inspection committee (consisting of 5 persons with industrial experience) to the university. They stay at the university for two or three days and then prepare a report on the findings of their visit. If they find that the educational experience the students receive to be unsatisfactory, they may decide that the programme will not be accredited until improvements have been made (e.g. new lab facilities, more up to date courses, etc.).

At Ryerson, they have an advisory committee of which some members are from industry which meets annually or as required.

Co-operative Education in Engineering

Structure - Academic four month terms and four months of working experience are mingled, giving a programme consisting of 8 academic terms and 8 work terms.

Advantages - The graduate has working experience. He possibly can see the connection between theory and practice. He is appreciated by employers. He is very oriented towards a job in industry; he is very goal oriented.

Disadvantages - The student leads a very unsettled "gypsy" life. There are very short breaks between terms when the student can deviate into alternative activities. On the whole, the programme seems to produce a graduate who is likely to accept a job in industry, but who possibly has deficiencies as a human being. The pressures of a co-operative programme may mean that the graduate has not had time to develop social and emotional relationships with other individuals nor the opportunity to develop his personality fully. In some ways, the student in a co-operative education programme needs to be a 'super' human being.

A problem which is experienced in all engineering education programmes, but which is more surprising to find in co-operative programmes, is the fact that individual teachers do not seem to be able to recognize or make use of the work experiences of their students. Another problem is that graduates are determined to enter the profession by accepting jobs in industry, so that most do not consider graduate studies and the possibility of a career in research.

Teaching methods - The commonest teaching techniques are the traditional lectures and laboratory experiences. Self-instructional materials are available only to a very limited extent. This could be related to the world-wide phenomenon of teachers being heavily involved in research.

Lab courses seemed to vary from very structured experiments with prepared kits that in the end contributed little to the student's knowledge to the other extreme of project courses in which the student had to get involved in planning, performing and evaluating experiments.

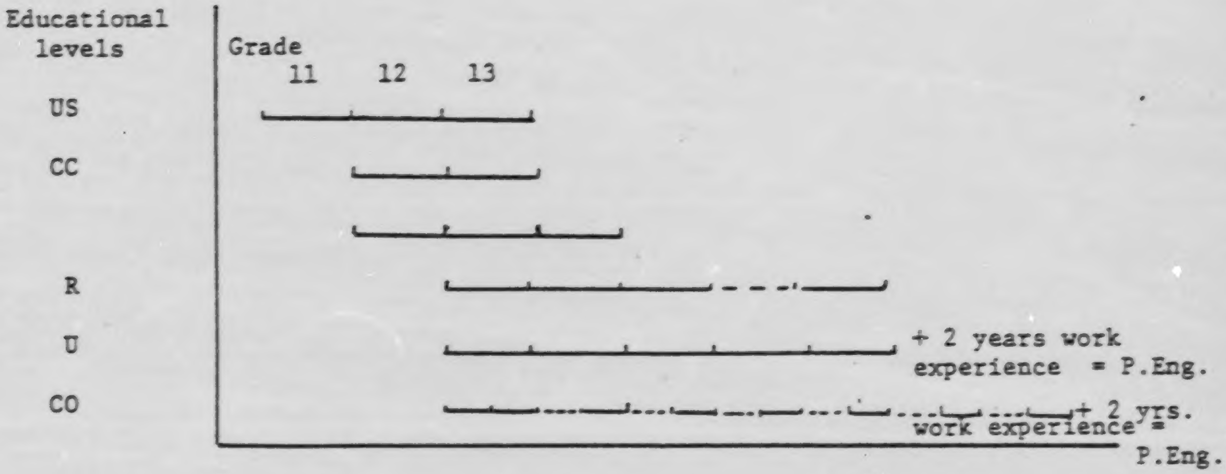
Visits

- Ryerson Polytechnical Institute
- University of Waterloo
- Association of Professional Engineers of Ontario
- Sheridan College of Applied Arts and Technology

Topics discussed in relation to adult learners and recurrent education:

- educational levels
- decision making and financing
- quality and quantity
- co-operative education
- recruitment of graduate students; research potential
- teaching methods.

Educational Flow and Possibilities for Recurrent Education in Technical Careers


Educational levels
Grade
11
12
13
US
CC
R
U
+ 2 years work experience = P.Eng.
CO
+ 2 yrs. work experience = P.Eng.

Continuing education and single courses

R = Ryerson Polytechnical Institute
U = university
CC = college of applied arts and technology (community college)
US = upper secondary school
CO = cooperative education
-- = work term

Art, Media and Environmental Health

Group members: *Birgit Haglund, Arne Hedlund, Eric Lindholm, Joyce MacQueen*

General Instroduction

The backgrounds of the members of this group were diverse in discipline as well as in structure. Represented were: the Program for Health Inspectors of the Department of Health and Environmental Studies at the University of Umea; the Swedish Dramatic Institute; the Royal Academy of Art in Stockholm; and the School of Nursing at Laurentian University.

Purpose

It was strongly felt that the Swedish visitors should have an opportunity to examine Canadian programs similar to their own in Sweden during the workshop. This became the raison d'etre for this group.

Objectives

The main objectives that the group set for itself in order to fuse the observations from these diverse types of programs were:

1) to examine the differences in policy-making between educational programs in Sweden and Canada; and

2) to attempt to draw some generalizations regarding differences and similarities between educational programs in Sweden and Canada.

Plan

Plans were drawn up for the following visits by the total group or individual members:

Ministry of the Environment - B. Haglund, J. MacQueen

Public Health Inspection Department, Ryerson Polytechnical Institute - total group

Radio and Television Arts Program, Ryerson Polytechnical Institute - total group

Marshall McLuhan - Arne Hedlund

Ontario College of Art - total group

Specific Observations

1) The visit to the Ministry of the Environment was useful principally because it led to contacts in the Public Health Inspection Department at Ryerson Polytechnical Institute. The Canadian member of the group was shocked to be told here that the watchdog on the environment for the Canadian public was the Globe and Mail!

2) Public Health Inspection Department, Ryerson Polytechnical Institute. It

was interesting to find that the program for public health inspectors is now three years in length having fairly recently changed from a one year program. This same change has recently been made in Sweden at the University of Umea.

3) Radio and Television Arts Program, Ryerson Polytechnical Institute. It was easy for the 'non-media' members of the group to be awed by the technology here. The emphasis in this program is on career training rather than job training which was an interesting distinction for the group to ponder.

4) Marshall McLuhan - Arne Hedlund was pleased to get an appointment with Marshall McLuhan. Their discussion was more general than other visits the group made.

5) Ontario College of Art. It quickly became clear to the group that the O.C.A. was a completely different kind of institution than the Swedish Royal Academy of Art. With its approximately 1,200 full-time students and an almost equal number of part-time students the O.C.A. first of all to be an educational institution like any other educational institution and secondly an art institution..

In all our visits much obviously depended on who explained the program and the institution to us. Also, the nature of our inquiry made it difficult for some individuals to know how to introduce their programs to us appropriately.

Impressions and Generalizations

Clearly one cannot draw conclusions from a few brief visits to very different educational programs. As the group reflected on the visits made, however, some interesting impressions regarding basic differences between the Swedish and the Canadian systems evolved.

One difference that seemed to present itself was the relationship between setting policy and allotting money. In Sweden there seems to be more high level policy formation with money than being allocated for the priorities that have been set by the policy makers. In Canada, on the other hand, there is a greater sense that those who allocate the money set the policy and priorities in the way they make their allocations.

In Sweden there seems to be more planning for the country as a whole whereas in Canada there is more local autonomy. The result of this seems to be that in Sweden policy is used as a social instrument while in Canada local policy may enhance the local institution. For example, in visits the group made they were informed that it was hard for students to get into the program, that the program was difficult and had very high standards. There was a sense of competition between institutions rather than the idea of fitting into an over-all national plan.

A final contrast that seemed to be evident as the group reflected on its experience was in the attitude to theoretical knowledge and 'hands on' work experience. For example, at the Dramatic Institute in Stockholm, students might be involved in direct experience first from which theoretical formulations will be developed.

While these impressions and generalizations are of necessity tenuous and tentative, the experience of exploring and reflecting together as a group was worthwhile.

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PROGRAMME EVALUATION FRAMEWORKS FOR SELECTED HEALTH SCIENCES AND POST-DEGREE PROGRAMMES COMBINING WORK EXPERIENCE AND THEORY

Group members: *Lily Oddie Munro and Owe Nilsson*

This presentation is based on three continuing education programmes in Health Sciences, offered by the Faculty of Health Sciences, McMaster University and Mohawk College of Applied Arts and Technology, Hamilton, Ontario: Master of Health Sciences (Health Care Practice) Programme, Educational Programme for Nurses in Primary Care, Clinical Behavioural Sciences Post-Baccalaureate Programme.

Abstract

The overal aim of this case study was to examine selected post-degree programmes in the health sciences combining work experience and theory, and to prepare evaluation frameworks of critical or salient elements. The programmes are based on an instructional systems approach to education. The key components in the system are the planning structure and the evaluation framework. The evaluation frameworks consist of a description in point form of necessary attributes of each element. There are three frameworks, according to programme.

Overview

Programme Sample

Three continuing education programmes in the health sciences field were investigated: Master of Health Sciences (Health Care Practice) Programme, Educational Programme for Nurses in Primary Care, and Clinical Behavioural Sciences Post- Baccalaureate Programme. These programmes are offered by the Faculty of Health Sciences, McMaster University and Mohawk College of Applied Arts and Technology, Hamilton, Ontario.

Purpose

The purposes of the case study were:

(i) to examine existing planning, development and evaluative reports;
(ii) to interview the planners or administrators to ascertain problems encountered during programme implementation, to determine the match between goals and outcomes, to identify overall aspects of adult learning (attitudes, obstacles, contributions, prior experience, etc.);
(iii) to prepare a working descriptive record of salient points relating to work and theory, programme evaluation, and the adult learner;
(iv) to prepare a framework of necessary elements in evaluating a selected number of programmes combining work and theory and offered at the continuing education level. This framework was to be submitted for inclusion in the Sweden/Canada Workshop 1979 Handbook;
(v) to prepare a joint paper for publication.

Data Collection and Analysis

Calendars and brochures describing the three programmes were obtained and analyzed. Two research papers, and sample and background data from a previous interview provided information on the second of the two face-to-face discussions with planners/administrators. Eva Feldman, M.A., Research Associate, Programme for Educational Development, Faculty of Health Sciences, McMaster University, spent a morning with this project team discussing the evaluation of the Master of Health Sciences Programme, and the Educational Programme for Nurses in Primary Care. Dorothy Horn, Chairman, Clinical Behavioural Sciences Steering Committee, provided us with information on the Clinical Behavioural Sciences Diploma Programme. It should be noted that these three programmes are based on various combinations of study (full-time, work/study, and part-time respectively). All three programmes combine work experience and theory.

Future Studies

The framework for evaluation of various health sciences continuing education programmes combining work and theory and varying amounts of full-time study, should be examined closely for their transfer as evaluative models to other disciplinary fields (business, technology, theatre, etc.). Wherever possible, the sharing of research and data should be implemented so that adult educators may benefit from their individual and collective efforts and thus lead to benefits for the adult learner. Members of the project team, therefore, invite other interested educators to work together in the area of evaluative models.

May 16, 1979.

1. Programme Evaluation Frameworks
    consisted of the following components/elements:
    - purpose
    - target student group
    - education prerequisites/selection
    - work experience
    - requirements
    - planning structure
    - curriculum components
    - teaching/learning methods
    - teaching/learning services
    - programme evaluation
    - job-related concerns in evaluation
    - funding (special arrangements only).

Each component or element contained a description in point form of the nececessary or identifying attributes by programme.

Master of Health Sciences (Health Care Practice)

Purpose - The Master of Health Sciences Programme is interprofessional for advanced preparation of clinicians:

- to provide an environment which encourages further development of specific professional excellence;
- to learn and work together;
- it is not designed to create a new type of health professional.

Target Student Group

- experienced health care professionals (physiotherapists, occupational therapists, nurses).

Education: Prerequisites/Selection

- past experience and education;
- personal qualities;
- expectations for completion;
- proof of university level studies;
- future potential.

Work Experience

- proof of active health professional experience;
- submission of case studies based on work experience;
- employer's approval of the programme and activities;
- problem-based curriculum.

Requirements - 3 terms, full-time, leading to a Master's degree.

Planning Structure

- administrative structure - matrix (programme functions (research/education/services) x operating or academic departments)
- interdisciplinary, cooperative, balanced curriculum, accountable
- evaluation committee structure (student/instructor/faculty/community/employer)
- funding mechanisms
- social implications
- methods x instructors x students x discipline objectives
- work experience/application plus theory

Curriculum Components

- Content/knowledge - clinical, team approach to services, health care systems, research, administration
- Skills - clinical, academic, organizational, futures thinking, integrative decisionmaking (competencies, change, critical paths, accountability)
- Attitude - interprofessional perspective, futures thinking, self-confidence/responsibility, respect for others

Teaching/Learning Methods

- individualized
- self-directed

- problem-based
- contract learning
- small group tutorials
- task-focused
- simulations, plus live activities
- knowledge/skills/attitudinal concerns
- projects
- team approach

Teaching/Learning Support Services
- counselling (study skills/personal evaluation)
- opportunities for ongoing feedback
- peer/employer/instructor dialogue and liaison
- programme advice
- orientation/training for instructors and students

Programme Evaluation
- direct relationship with curriculum planning structure, student characteristics, programme objectives, teaching/learning methods, social impact, relevance to work and quality of life;
- measures include:
  - problem write ups, opinions, performance, self-ratings, inter-school comparisons, observations, term papers, peer/self/faculty and community assessments, follow-up;
- attitudes/skills/knowlege/field impact
- professional concerns:
  - manpower upgrading, delivery of health care, education and training in necessary work competencies;
- instruments:
  - questionnaires (yes/no and open-ended probes), crossed or interrelated (students/peers/graduates/instructors/community), interviews, formal achievement measures, observations (behaviour/activities);
- dependent and independent measures;
- outcomes (pre- and post-);
- process (course, materials, follow-up)

Job-Related Concerns in Evaluation
- attitudinal (recognition and rewards):
  - job satisfaction
  - educational preparation
  - ability to learn and work together (human resource development)
  - development of appropriate personal characteristics
  - leadership and autonomy, recognition
  - challenge, achievement, financial rewards, time
  - management skills, energy
  - opportunity for professional development/growth
  - transferability of acquired skills/attitudes/knowledge (implementation, relevance)
  - reality-based blend of education/training/work

Nurses in Primary Care (Diploma)

Purpose - to provide the nurse with the knowledge, understanding and skills necessary to work collaboratively with a primary care physician and to accept increased responsibility and accountability for independent clinical decision-making.

Target Student Group

- registered nurses employed in primary care settings who are willing to assume a redefined role in the primary health care delivery team (clinics, offices, outpost nursing, family practice)

Education: Prerequisites/Selection

- provincial registration
- at least one year's work experience (graduate nurse)*
- employment in a primary care setting (emergency room, family practice, public or occupational health)
- agreement of associated physician/employer (permit participation and access to the practice setting at McMaster)

* (i) minimum of one month prior to the beginning of the course, and
(ii) during the course

Work Experience

- as above
- submission of case studies based on work experience
- supervised work experience during the course of the diploma programme

Requirements: Work/Study

- 8 months of intensive study, 5 days/week (1 academic year) leading to a post-professional diploma
  - first 4 months - full-time study, plus clinical practice
  - second 4 months - supervised work experience in the nurse's own practice setting

Planning Structure

- Curriculum Steering Committee - multipartite
- objectives based on informed professional opinions (community/faculty/profession)
- social implications, manpower trends
- relevance or need for the programme
- knowledge/skills/attitudes/application
- evaluation and funding as critical elements

Funding - The diploma programme is community based, with no formal financial assistance. Funding is subject to provincial project submission.

Curriculum Components

- content/knowledge
- human behaviour and family dynamics
- health care systems (all levels)

- role change
- content/skills - health problems and life cycles
- skills
  - interviewing/history taking; physical assessment; decisionmaking; follow-up.
- attitudes
  - perception of expanded role, self-confidence/responsibility

Teaching/Learning Strategies
- small group tutorials
- problem-based learning
- self-directed enquiry and learning
- physician-sponsored

Programme Evaluation
- interrelationships of the above elements
- measures appropriate to the teaching/learning strategies
- multi-measure instruments
- process and outcome measures, including follow-up and impact assessment

Job-Related Evaluative Concerns
- attitudinal (recognition and rewards)
- job satisfaction
- data collection, clinical assessment
- planning and implementation of educational programmes
- communication and coordinating skills (service outreach to the community)
- patient satisfaction, physician-nurse working relationship

Post-Baccalaureate Diploma in Clinical Behavioural Sciences

Purpose
- to provide mental health workers in Hamilton and environs with opportunities to enhance knowledge and skills in clinical assessment and management
- to expand knowledge and perspectives of students through the provision of a variety of approaches to understanding mental health problems
- the emphasis is on an increased knowledge and skills, not on new credentials
- to improve ability to identify and solve health problems, particularly those relating to the work setting

Target Study Group
- variety of professional backgrounds, agencies and hospitals
- responsible positions
- community
- staff - full-time professional members of clinical teach or health sciences
- students - clinical or health sciences

Education: Selection/Prerequisites
- basic training in respective profession or disciplinary body
- full-time employment

Work Experience
- as above
- employer approval permitting applicant to use course-related materials from the work setting, plus time to study

Requirements
- continuous enrollment, evenings or concentrated blocks of time
- leads to a non-portable diploma
- 5 course areas, one integration course
- part-time study

Planning Structure
- steering committee (advises, policy, admissions, exit)
- cooperative programme planning (curriculum, evaluation)
- learning experiences obtained from study areas (Department of Psychiatry, Faculty of Health Sciences, post-graduate academic studies, Clinical Behavioural Sciences) - integrated studies
- emphasis on multi-disciplinary input, small group learning, hierarchical levels of training, successful completion
- relevance of case studies from the work place

Curriculum Components
- content/knowledge
  - individual, family, group, community, organization
- skills
  - management, supervisory, interventive
  - identification and solution to health problems in own work setting
  - to meet common requirements in knowledge/skills/abilities of various health fields (interdisciplinary)
- attitudes
  - interpretation, cooperation, understanding, recognition of commonalities, job satisfaction
  - perception of expanded role, self-confidence/responsibility

Teaching/Learning Strategies
- small group tutorials
- problem-based learning
- physician-sponsored

Programme Evaluation
- interrelationships of the above elements
- measures appropriate to the teaching/learning strategies
- multi-measure instruments
- process and outcome measures, including follow-up and impact assessment

Job-Related Evaluative Concerns
- attitudinal (recognition and rewards)
- job satisfaction
- data collection, clinical assessment
- planning and implementation of educational programme
- communication and coordinating skills (service outreach to the community)
- patient satisfaction, physician-nurse working relationship

PROGRAMMES AND RESOURCES ON AND/OR FOR WOMEN IN THE TORONTO AREA

Joanna Boehnert

Purpose - To gather information on groups supporting training and education for women as well as on women's studies programmes in a community college, an undergraduate programme and a graduate programme.

Places and People Visited

(1) I attended a political meeting sponsored by the Canadian Committee on Learning Opportunities for Women (CCLOW) and the Continuing Education Division of Ryerson Polytechnical Institute to protest cutbacks to training allowances and outreach programmes.

(2) I talked at great length with Frieda Forman of the Women's Research and Resource Centre of the Ontario Institute for Studies in Education.

(3) I visited the Toronto Women's Bookstore.

(4) I talked at length with Shelagh Wilkinson, editor of the magazine, Canadian Women's Studies: An Educational Forum and a faculty member at Centennial College of Applied Arts and Technology.

(5) I talked with Marina Dorna, assistant coordinator of the Women's Studies Programme at the Glendon Campus of York University.

Outcome

As a result of these visits and conversations, I have been made aware of written and human resources for women's studies programming which should be very valuable to me, to my students, and to my institution. Although my interest in women's studies has been a fairly "elitist" academic one, I am generally interested in what is happening to women in all strata of society. Thus, it was interesting to compare the community college's approach to women's studies to that of the university programmes with which I am familiar. I was also glad to discover that there are many groups of individuals working with and for lower class women and to see that women are beginning to unite in order to have some political influence.

CASE STUDY SUMMARIES

CASE STUDY SUMMARIES

Participants were assigned to one of the three perspectives: the adult learner and the institution, the adult learner and the instructor, or the adult learner and the class. Before coming to the workshop, each explored some aspect of adult learning, related to the assigned perspective and prepared a brief written summary. At the beginning of the workshop the summaries were circulated. Later each participant gave an half- to three-quarter hour presentation based on his/her case study.

The case study summaries which follow are grouped into six broad categories.

a) Adult Learners

The methodological education of classroom teachers	Birgitta Björkblom
Some aspects of recurrent education	Lennart Blomqvist
The adult learner: a difference of day and night	Jerome B. Brown
Adult learners in chemistry courses	Sylvia Gobom and Christina Ullenius
Adult learners in part-time studies of natural resources	Arne Gustavsson
Adults as undergraduate full-time students at the University of Toronto	Larry Hawn
The female adult learner: issues and implications for teaching	Samuel Luker
Student characteristics of non-credit adult learners, McMaster University, Hamilton, Ontario (1978-79)	Lily Oddie Munro
Adult students in the Teacher Training College of Gymnastics in Örebro	Bruno Nordström
Characteristics of part-time university students in the National Capital Region of Ottawa	Jeannine Roy Poirier
Adult students' practical experiences and the school's theoretical sphere	Gusten Rolandsson and Lars-Inge Ström
Full-time adult students in teacher training programmes	Ulf Samuelsson
Adult learners in evening classes: a matter of quality	Anne-Marie Wicknertz

b) Special Services for Adult Learners

Helping students develop study skills	Bonnie Reberg
Special services for adult learners	Rustum Sethna

c) Teaching Methods

Principles of andragogy as it relates to the training of teachers at the secondary school level	François X. Dupont
The one-year course of instruction at the Swedish Dramatic Institute	Arne Hedlund
Recurrent education in higher education--the case of the adult learner	Olof Johansson
A method which has benefitted from the experiences of adult students	Christer Lindfors
The further education of the artists at the Royal Academy Art School, Stockholm	Erik Lindholm
Occupational experience--a resource for recurrent education	Torsten Lundgren
Two methods used in evening classes of a labour law course which takes advantage in the instructional process of the adult learners' work experiences	Oliver Renborg

d) The Adult Learner and the Institution

The adult learner at the University of Guelph: an institutional perspective	Joanna B. Boehnert
Developing institutions responding to student needs	Phyllis Couse
Adult learners and off-campus courses	Mary Jane Edwards

e) The Adult Learner and the Instructor

Professional life experience of the instructor and the adult learner	Birgit Haglund
The place and role of the mature female instructor in the world of continuing education	Monique L. Lussier
The adult learner in higher education--point of view: the instructor	Joyce MacQueen
The implementation of recurrent education from the teacher's viewpoint	Owe Nilsson

f) Assessing Community Needs

Ways to assess community needs and interests in terms of university credit courses	Mark W. Waldron

More information about these case studies can be obtained from the participants. Their departments and university affiliations are given in Appendix D in the Roster of Participants.

(a) Adult Learners

THE METHODOLOGICAL EDUCATION OF CLASSROOM TEACHERS

Birgitta Björkblom

Since my duties, at present, are in the area of methodological education of classroom teachers, I have chosen for discussion some of the problems associated with this area.

A study of the background of those entering teacher education programmes during the last five years shows great variation in the student teacher's:

- age on entrance to the programme;
- educational background;
- further education after leaving school;
- previous working experiences;
- experience in working with children.

The character of teacher training programmes has also changed during the five-year period in question. Previously, it was teacher-directed, but gradually it has adapted to the needs and desires of the student teachers.

Inquiries also made it clear that the working conditions of teachers in schools today are becoming increasingly worse and in some instances are now unacceptable. The student teachers observe during their practice teaching sessions these same unacceptable conditions.

Other problems for discussion include:

Is there any connection between the various backgrounds of the student teachers and their performance as teachers both during and after the training programme?

Have the changes which have been made in the teacher training programme resulted in a better training experience for the student teachers or have these changes encouraged students to drop out of the programme?

* * * * *

SOME ASPECTS OF RECURRENT EDUCATION

Lennart Blomqvist

The instructions issued to the participants in the workshop included a diagram of recurrent education illustrating three aspects of the educational system for a study of adult education from the teacher's. the student's and the institution's point of view. The third point of view seems to me to be too narrow. In the Swedish context, it would be more rewarding to equate the concept "institution" with society as a whole. Such an interpretation reflects my opinion that neither teachers nor students are unaffected by social influences, and would, I think, render a more truthful picture of the extent to which society and government influence the educational system.

Society

Equality is a fundamental goal of the Swedish State. In accordance with this basic principle, new and liberal rules of admission to higher education as regards adult students were introduced in 1969, making university studies accessible to new groups, with the aim of changing the social imbalance of recruitment. Traditionally, most students have an upper- or middle-class background, although the majority of the population is working-class. To provide even more opportunities for 'new' groups of students, universities in Sweden developed their evening course programmes. University people were, however, not fully in favour of this development, but it was seen as a possibility of compensating for the decreasing number of students enrolled in day-time studies and thereby increasing security of tenure.

However, the new rules for admission have not had the desired effect. The main reason for this is attributed to the fact that the social groups the reform was supposed to attract could not afford to give up a decent wage in order to study. The lack of academic tradition has also been mentioned as a contributing factor.

Thus, far from attracting groups with a different social background, the resulting effect of the reform and the increased number of evening courses available was a rapidly growing number of adult students with the traditional social background. These students soon demanded not only a wider selection of evening courses, but also opportunities for further studies. This has had a negative effect on teaching in all its aspects.

The Student

The "new" student is 25-50 years of age and of middle class background. He has some secondary school education and very likely some post-secondary school education as well. He has a family and is employed full-time. He spends three to four nights a week studying at home and in class, plus time-consuming commuting which leaves him with little time for his family and friends. This creates a situation in which he experiences conflicting demands; on one hand he is expected by teachers and fellow students to be well prepared for class, and on the other hand to maintain a normal family and social life. Needless to say the situation is even worse for the equivalent female student, whose wish to study is, if not actually sneered at, seldom encouraged. The sixty hour working week that the combination working and studying entails, coupled with the conflicting group demands often leads to a termination of the studies.

The Teacher

Many teachers experience a situation similar to the one described above. This is due to the fact that evening course teaching is often left to the junior teachers who also in most cases are the least experienced. To complicate matters, the actual planning of the course cannot be properly done until three to four weeks before the beginning of the semester when admission is completed. This leaves the teacher with very little time to plan his classes in such a way that the students' varying experiences can be taken into account and made use of in the teaching, which, furthermore, sometimes has to be done in less than half the number of teaching hours of the equivalent day-time course. In spite of the limited time available and the heterogeneous class, the teacher is required to maintain the same standards. Many teachers are simply forced to ignore the problems, while other struggle frantically and abortively to find new methods to cope with the situation.

What this boils down to in the final analysis is the much debated question of whether education under such circumstances is either possible or, indeed, desirable.

* * * * *

THE ADULT LEARNER: A DIFFERENCE OF DAY AND NIGHT

Jerome V. Brown

What I have prepared is not so much a case study as a series of philosophical (more or less) reflections on the situation of the undergraduate adult student at the University of Windsor. The reflections are not pulled out of the air: they are based, in the first instance, on a survey of the expectations and desires of part-time students (at present, of which 75% are female) which was conducted by the university's Organization of Part-Time University Students during May and June 1978. I am making the, what appears to me not so unreasonable, assumptions that most of those responding to the survey instrument were adult students and that they attended classes primarily in the evening. That most of the respondents were undergraduates is attested to in the survey results: 69.8% were studying for a bachelor's degree and 17.3% were pursuing courses on a casual basis (i.e. they were enrolled in no particular degree, diploma or certificate programme).

The reflections are also based on a series of twenty in-depth interviews I conducted with full-time and part-time undergraduate adult students who were taking the major part of their programme in the Fall/ Winter day session. The interviews were informal, though not totally devoid of structure and lasted from one-half hour to one hour each. The interviews were conducted over the past five years with some of the students interviewed on two or three separate occasions.

I don't think that there will be anything startling in these reflections. They will reiterate some time-worn truths which have been mentioned repeatedly in the literature. Briefly (and among other things), I want to mention that: (1) the adult student, no matter what age, appears to be better off in evening classes because he sees himself on "his own turf"; (2) these same adult students are "grouped by externals" (i.e. convenient class hours, course offerings they "need", etc.), but in reality, there is often great confusion in regard to the academic programme being followed; (3) the under thirty year old student adjusts well in a day class, but for the over thirty year old student, it is quite a different story; (4) the university could adopt measures that would significantly relieve the plight of the thirty years plus student in day classes.

* * * * *

ADULT LEARNERS IN CHEMISTRY COURSES

Sylvia Gobom and Christina Ullenius

This brief study is based on our personal experiences, interviews with colleagues, counsellors and adult learners at the Department of Chemistry at Chalmers University of Technology and the University of Göteborg.

Our findings are as follows:

The adult students' demand for education

The students fall into two main categories: those students who wish to improve within their present employment situation enroll in courses which serve their special needs. These students usually are already trained for a profession. In the other category, the adult students left school after high school and have been working since that time. After trying several jobs, they decide that they need professional training and enroll for a degree in, for example chemical engineering.

Types of courses offered

The University of Göteborg offers courses leading to B.Sc. and Ph.D. degrees, while Chalmers University of Technology offers a four year programme in engineering and post graduate courses leading to a doctorate. Students can either enroll for the complete programme or for one or more specific courses.

There is also a large selection of short courses which vary in length from one week to one year. These include both basic courses and special topic courses. Some of these courses are also offered in the evening in Göteborg and surrounding communities.

Requirements for acceptance into courses

Mathematics, physics, chemistry and English, equivalent to a Swedish high school education.

Teaching methods used

The courses are taught by lectures and in the laboratory. The students are required to attend all sessions which means that studying chemistry is a full-time job.

Categories of adult learners

We identified three main categories among the students: teachers, professionals from industry and young people (24 to 30 years of age) who have worked as unskilled labourers in industry or perhaps have tried other university courses first.

Educational background of the adult learners

Almost all the adult learners as well as the 'ordinary' students are high school science majors. Quite a few of the adult learners have had previous academic training.

Economic conditions of the adult learners

The school teachers usually retain a large part of their salary when they go to university to improve their knowledge in their teaching area. They, thus, can afford to enter daytime courses.

Professionals from industry have to take unpaid leaves of absence from their jobs in most cases and therefore usually prefer evening courses.

A third category receive government loans unless their spouse is earning money.

Working experience of the adult learners and its impact on the teaching and learning processes

The working experiences of the adult learners are usually not appreciated by the teacher. A teacher standing in front of a class of 80 to 100 students is too busy handing out the basic facts of chemistry to have time to cope with individual experiences and differences. In a small class (about 30 students), there often exists a spontaneous 'give and take' between students. Often the adult learner is very determined to absorb as much as possible from the course and is unwilling to take the time to relate his/her experiences.

Social demands on the adult learner in private life and in class

Adult learners often have a family and, therefore, have to deal with problems such as sick children for example. Employers have been forced to accept this by providing time for parents to cope with family problems and emergencies. How can we adjust our teaching methods and timetable to meet the demands and needs of students who are also parents

This survey of the situation of adult learners in our departments prompts us to ask the following questions:

To what extent do our requirements for admission, the economic conditions and the curriculum determine the type of students we admit?

Can our society afford adult students?

Is there a political will to provide education for adult students as well as for younger students, or do the two categories of students have to compete for the same small resources?

ADULT LEARNERS IN PART-TIMES STUDIES OF NATURAL RESOURCES

Arne Gustavsson

The natural resources programme at Jönköping began in 1977 and is the only one of its kind in Sweden. It includes biology, geology, physics, chemistry and similar subjects. Teaching methods are a combination of field trips, laboratory work, lectures, seminars, etc. At present, eleven students are enrolled in the programme which takes four years of part-time study. There are also eight students who are taking only part of the programme. Since there appears to be no differences between the students who are taking the complete programme and those taking only specific courses, I have included the whole group of nineteen students as one group. There are 15 men and 4 women in the group and their ages range from 21 years of age to 60 years old. Most of them have studied science or technology at high school and a few of-them at university. There are only two or three students with other backgrounds than these.

Questionnaire and case study

I used a questionnaire which had about fifty questions to find out how the students view their situation as part-time adult learners. Since the questionnaires were not returned as quickly as I had anticipated, this report includes the results of only eight questionnaires. Even though my conclusions may change after I receive a larger number of questionnaires, the results to date are interesting. I have selected some of the questions which I consider to be the more important ones and present a summary of the answers to these here.

Most of the eight students have left their previous jobs during their course of study. It seems to be common to work four days a week and use the rest of the week (Friday to Sunday) for studying. The occupations of the students are usually related to natural resources - teaching, technician's work or forestry. Their experience in natural resources is considerable - in two cases it is three to four years; in three cases about ten years and in one case thirty-five years.

The students plan to continue with their previous occupation, if they had one, or to find a job in the area of natural resources on completion of their programme of study. Three, however, have no definite plans for the future.

Their reasons for taking the courses are obvious - a chance to obtain more knowledge of the area, an interest in finding the answers to important questions, a desire to enter a new area of interest.

The students seem to have a few problems related to their studies - a lack of time, the many new facts and ideas in science which must be learned. Those with families, of course, have more difficulty in finding time to do homework.

There are no university fees in Sweden, but, of course, there are other expenses involved in taking courses. Some receive funding from their employers; others get student assistance loans and grants (about $350-$400 U.S. per month, most of which is a loan) and one student who is a retired army officer uses his pension.

The group functions smoothly with cooperation among the students. One student, however, thinks that there are problems when you live some distance from where classes are held and only see your fellow students once or twice a week. The respondents with one exception felt that the students and instructors worked well together.

The respondents felt that teachers were well prepared for the classes they gave. Some teachers, however, lack experience in working with adult students and this appears to have led to some methodological problems for some. Most students believe that the course has been adapted to meet their particular needs.

Problems mentioned in regard to the programme include poor laboratory equipment, difficulties in obtaining textbooks, lack of interest and cooperation of administrators.

Some students suggested that their own professional knowledge could be used more effectively in some parts of the courses. Students to some extent have been involved in course planning.

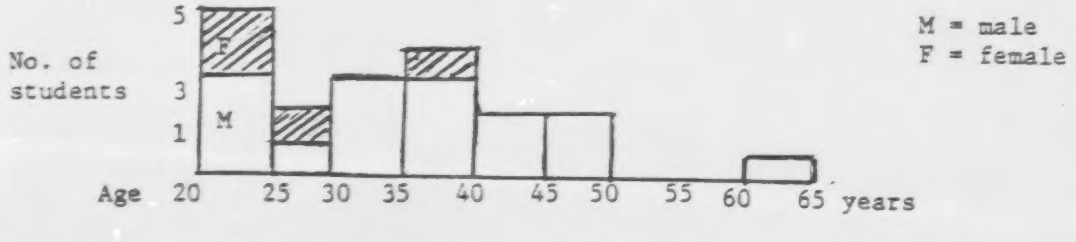
One question dealt with the advantages and disadvantages of being adult students compared with being the more traditional younger student. Responses included that some felt it took longer for adult students to learn material and that it was more difficult to memorize certain detailed material. A true optimist suggested that age is unimportant if you are interested in what you are studying. The students reported that professional experience was of assistance in their studies.

Another question asked for areas in which students lacked sufficient previous knowledge. Two respondents felt that their knowledge of biology was insufficient for the course and another felt that the other students had a better background in biology than he did.

Positive effects of part-time study included the contact they developed with professional life and the possibility of earning while studying. The negative effects included the considerable prolongation of the programme and a lack of integration between the courses.

The course of study ends with a special project carried out by each student. There have been some discussions as to whether the project should be carried out in the field away from ones home, however it seems preferable to be able to do the project at home.

The students in the programme live in or near Jönköping. Fifteen live either in town or within twenty miles of it; three sixty miles from it and one about two hundred miles away.



General Conclusions

The number of students in the sample is, of course, too small for statistical analysis. There seem to be some observations to be made from the diagram above. It seems to be possible to divide the group into two sections: one which contains students less than 25 years of age and one in which the students are about 30 years old. The purpose of the younger group in enrolling in the programme is for training which will lead to a job. The other group consists of professional people who wish to renew and increase their knowledge in their own field. The number of men in the group reflects the current situation of most technicians and scientists being male.

The students seem to experience few or no problems in beginning or continuing with their course of studies. Perhaps this reflects the selection techniques used and the determination of the students once they are admitted.

My final conclusions are that there are experienced and well-informed students enrolled in this programme and that the college should make more use of them than has been done. For example, one student has a university degree in agronomy. Why should I be the teacher and he the student when we are discussing topics such as plant breeding? Why shouldn't the teacher and student change roles at times?

* * * * *

ADULTS AS UNDERGRADUATE FULL-TIME STUDENTS AT THE UNIVERSITY OF TORONTO VIDEOTAPES

Larry Hawn

I have prepared three videotapes with the help of fellow UFAS (Association of Undergraduate Full-time Students) members. Two of the tapes are 30 minutes in length and the third one is 60 minutes. Any or all of the tapes can be used at the Sweden/Canada Workshop depending on available time and the interest of the participants. The series title is "Adults as Undergraduate Full-time Students at the University of Toronto" with each tape subtitled as follows:

1. Self-perception and classroom experiences (30 minutes)

2. A dialogue with counsellor, Sue Gellatly, of Innis College and two adult students (30 minutes)

3. Sacrifices and adaptations (60 minutes).

Tape number 1 is a group interview with seven older undergraduates, the youngest being 27 years old and the oldest 63 years old. The tape opens with the question, "What was your first response on your return to the classroom as a student?" From the response of alienation, the discussion proceeds to expectations of the institution and of the classroom, i.e. essays. Other matters touched on are the older students' relationships with professors, fellow classmates and the assertion that life experiences accompany the older student into the classroom. The hypothesis that a university education is an exercise in "head stuffing" follows. Then, the question of professors feeling threatened by the presence of older students is related to several specific examples. The discussion closes with what constitutes a good professor.

The second tape begins with the questioning of a counsellor on the characteristics of the older students with whom she has had contact and her comparison of such students with regular age students. Characteristics of older students which she notes are: a high degree of self-consciousness, strong motivation to succeed accompanied by the tremendous sacrifices that most older students have to make. An interview with adult student, Susi Lovell, follows, in which she details her transition from feeling alone in the first year to her successful integration by her third year. She is now comfortable in the classroom, as well as with her professors outside the classroom and has become a leader through petitions to get issues changed or resolved with the help of her classmates. The tape turns into a discussion with the writer, Susi Lovell and Sue Gellatly on what the colleges should be doing for older undergraduates and includes the possibility that an older student peer group, such as UFAS, can easily be turned into a refuge which prevents successful integration.

Tape number 3 is a series of individual interviews with six older students examining aspects of their background and the changes they made in their lives as the result of becoming full-time students. Two of the students are single parents and the third one is in the process of obtaining a divorce.

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THE FEMALE ADULT LEARNER: ISSUES AND IMPLICATIONS FOR TEACHING

Samuel Luker

While virtually all adult learners who have been away from formal education for any length of time face certain adjustments upon their return to school, the woman who resumes her education in her middle years may face additional conflicts and/or sometimes experiences them in a different way from other mature students. This paper briefly describes some of the conflicts peculiar to women of this age group (35-55) and raises a few questions for instructors.

The author has drawn on his clinical, as well as his academic, experience in describing some of the issues of concern.

Case Study Margery: age 38

Although not representative of mature students in general, Margery typifies the group of women that I see in my clinical practice, and represents a growing number of adult learners showing up on university campuses across the country.

Bright, tense and attractive, Margery has a history of an unsatisfactory marriage, subsequent divorce and ten years of living more or less on her own. She has two sons, ages 14 and 16 who reside with their father, and whom Margery sees for occasional weekends and once a year weekly vacations together. She has been mainly self-supporting, holding a full-time job until returning to university. She now does part-time work, and supplements her income with student loans and interest from a few bonds and debentures. Now in her third semester, Margery is motivated by her courses, and maintaining a solid B average.

She has had therapy periodically for four years (both individual and group) and is currently seeing me when she feels the need.

Here are some of the relevant concerns (and complaints) that have emerged since she contemplated returning to school:

(a) The initial lack of self-confidence in tackling post-secondary education after a lay-off of 20 years.

(b) A lack of initiative in seeking out support and information services at the university.

(c) Excessive anxiety regarding examinations and (to a lesser extent) written assignments.

(d) An inability to distinguish and distill the essence of lectures from the detail.

(e) A general difficulty in comprehending abstract or theoretical concepts in the courses.

(f) A feeling of aloneness and alienation from other students, particularly from the younger ones.

Questions for the Instructor

(a) Is there a need to understand the adult (female) learner in terms of her life experience and her stage of life cycle development?

(b) Does the instructor need to make himself available on a regular basis to the mature student for tutorial help and encouragement?

(c) Does a greater emphasis need to be placed on non-lecture methods?

(d) Do courses where a significant number of mature students enroll require a reduction in theory and an increased emphasis on the practical aspects, with many examples given?

(e) Should the instructor draw more heavily (where practical) on the life experiences of the mature student to illustrate his concepts?

(f) Should the instructor strive for more flexibility in timing of topics, in the pace of presentation, in the very content of the course, depending on the interests and capabilities of his students?

There are undoubtedly many other questions that could be raised with the instructor, but the above may be sufficient to general discussion on the matter.

Conclusion

It might be useful to conclude by focussing on the four principles of adult education suggested by Knowles (1970):

1) Self-concept. Adults regard themselves as doers rather than students. They resist being put in a dependent role.

2) Experience. Adults define themselves largely by their experience. They generally have rich learning resources and like to have it recognized.

3) Readiness to learn. Adults have "learning moments", times which are optimum for learning. These moments seem to be influenced most by the adult's perception of his social role.

4) Orientation to learning. Adults tend to have a perspective of immediacy of application toward their learning. They tend to enter a learning activity in a problem-centred frame of mind.

References

Knowles, M.S. The Modern Practice of Adult Education. New York: Association Press, 1970.

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STUDENT CHARACTERISTICS OF NON-CREDIT ADULT LEARNERS, McMASTER UNIVERSITY, HAMILTON, ONTARIO (1978-79)

Lily Oddie Munro

There is an increasing demand for universities and colleges to actively respond to the needs of current and future students. This is especially evident as the trend in post-secondary education moves to embrace the adult learner, the concept of recurrent education, and the application of a systems approach to instruction and learning.

The purpose of the presentation will be:

- to describe the development of an evaluative strategy by the School of Adult Education, McMaster University, Hamilton, Ontario, which can identify the educational needs of its student body;
- to present student characteristics' data resulting from selected applications of the proposed strategy;
- to identify some of the crucial ingredients of a student characteristics information system which allows for informed planning and decision making by institutions catering to the needs of the adult learner.

NOTE: An expanded version of the presentation is given in a paper by Dr. Lily Oddie Munro which is included in Appendix "D" of these proceedings.

ADULT STUDENTS IN THE TEACHER TRAINING COLLEGE OF GYMNASTICS IN ÖREBRO

Bruno Nordström

In Sweden, we have two colleges of physical education. They are situated in Stockholm and Örebro. After two years of study, the students are qualified as teachers of gymnastics and sports for students 13-19 years of age.

The curriculum consists of courses in physiology, anatomy, pedagogy, psychology, gymnastics, ball sports, games, swimming, skiing, skating, etc. Furthermore, the students do practice teaching in the schools. The greatest problem is that the two year training programme is too short. Everyone involved in colleges of physical education agrees that the programme should be increased to a total of three years in length.

The institution, as well as the students, agree that there is not enough time to train the students for all the tasks they will be required to undertake as physical education teachers. Areas which are neglected at present include:

(a) gymnastics for students 7-12 years of age;

(b) special education programmes for pupils with special needs or handicaps;

(c) training in the physiology of exercise.

The graduates of the programme are expected to work within these areas of physical education, yet they lack the skills necessary to do so efficiently and effectively.

The Students

There are three well-defined groups of students:

(a) The first group consists of students 18-22 years of age. The women have just completed secondary school and the men have completed secondary school and just finished their term of military service. These secondary school graduates are the top students because of the great competition to gain admission to the colleges of education. They are generally unmarried and most live alone. They appear to be very dependent on the social relationships formed at the college.

(b) The second group is composed of adult learners, older than 28 years of age, who may not have graduated from secondary school. They have been employed in various occupations, sometimes as teachers without teaching certificates. Most of them are skilled in gymnastics and sports and may have been athletic or youth leaders for several years. About half of them are married and live with their families or with other adults. They are not dependent on fellow students for social relationships.

(c) The third group is new this year. They are qualified teachers who after a period of 10 to 15 years have decided to return to college. They will study special education techniques for five months. Their social relationships are well established.

Different Views of Adult Learners

The educational needs of the adult learners in the third group are quite obvious. This group of teachers wants to learn more about pupils with a variety of difficulties. For many years, they have tried to solve the problems they encounter in their teaching, but they want to know if there are better ways than the ones they have used in the past. Generally, they want to participate in the planning of their educational experiences and they seem to have obtained satisfaction in this regard. They are resources for each other. If someone is an expert in a particular area, he will be the teacher for the group for that subject. Experts from outside the group are also used, for example, doctors, psychiatrists, psychologists, etc. give guest lectures.

Qualified teachers should have an input into the basic education provided by the college. These students claim that the one term course in special education has led to a greater understanding of their students' needs. Their advice and opinions are very important in the planning of the basic two year teacher training programme.

The educational needs of the second group are more difficult to assess. Although they belong in the basic education programme, they have different backgrounds and have reached the programme by different routes. They want to obtain a thorough knowledge of the subject areas, but dislike participating in general discussions which involve students at a more elementary level of knowledge. Try to find out the solution yourself or ask an instructor, they advise less experienced group members. For the younger students, the debates are informative and the adult students are valuable resource people for them.

The motivation to study is well developed in the adult students. As a result of experience, they know what they should learn. Sometimes, however, they feel that the curriculum is out of touch with real life situations. They criticize the programmes of being inflexible and resistant to modification. The young students do not have the same frame of reference and hence do not voice the same type of criticisms. All the students agree that it is experience and not age which counts in teacher training. However, even the younger student may have knowledge in certain areas and on these topics, he will be the resource person.

Adult students appear to do poorer in theoretical courses than some of the younger students. This difference may be related to the theoretical background the younger students have received in secondary school. This difference between the adult and more traditional student appears to be of no great importance since some people claim that you can be a good teacher without having received high grades in theoretical courses.

For adult students, understanding the rationale behind the subject matter is of greater importance than developing personal physical skills. Methods, however, have two meanings to a gymnastics teachers. First, there are methods which pertain to all branches of physical education, and secondly, there are methods which pertain to teaching children. Most students, regardless of age, believe that they need more time spent on teaching methods.

Very few of the adult students seem satisfied with the way they are treated individually or collectively at the college. They feel that the folk high school is better in this respect. They think that they could be used more as resource people and be given more responsibility for their own education.

As student teachers in the schools, the adults feel more secure even early in their training than the younger students. They also seem to make fewer mistakes. They are willing to experiment with different methods, which leads to personal development. Perhaps the college should require teaching experience as a prerequisite for admission.

In conclusion, the Teacher Training College of Gymnastics seems to serve the needs of the traditional student better than the needs of adult students. The adult student, however, is an important resource in the teacher training programme.

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CHARACTERISTICS OF PART-TIME UNIVERSITY STUDENTS IN THE NATIONAL CAPITAL REGION OF OTTAWA, CANADA

Jeannine Roy Poirier

The topic which I have chosen to present deals with the characteristics of part-time university students in the Canadian national capital region of Ottawa. Based on a study of part-time adult students at the University of Ottawa and at Carleton University, I have extracted information on the characteristics of adult learners based on the following criteria: (1) socio-economic; (2) occupational; (3) motivational.

Keeping in mind that the populations studied are from the Canadian national capital, I will attempt to present some insight into the following queries about these adult learners in the university:

1. What is their socio-economic background?
2. In what occupations are they currently engaged?
3. What are their motivations or reasons for registering in university level courses?

I have chosen this particular topic for the following reasons: if I were attending a similar workshop in Sweden, it would interest me greatly to learn about the characteristics of Swedish adult students. Just as one often selects a gift for someone by looking at what one desires oneself, so I feel it appropriate to offer some insight into the characteristics of Canadian adult learners.

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ADULT STUDENTS' PRACTICAL EXPERIENCES AND THE SCHOOL'S THEORETICAL SPHERE

Gusten Rolandsson and Lars-Inge Ström

The theme of this paper is shown in the figure below:

"25:4 students" THE GOAL "traditional students"

What exactly is the student's goal? Can this goal be the same for students with different backgrounds?

At our school, we have about 40 new students attending the personnel administration programme. About 8 to 10 of them are "25:4" students.

The proportion of males and females is 50:50 and the distribution of age is approximatley as follows:

- 10% under 20 years of age
- 50% between 20 and 25 years of age
- 20% between 26 and 30 years of age
- 10% between 31 and 35 years of age
- 10% between 36 and 50 years of age.

The students are mainly from the surrounding area.

Of the older students, the men who enroll for studies have often been unemployed for several years and the women are housewives whose children are now grown up and who desire to fill their time with something important. This group of 30 to 50 year olds who form about 20% of the student population has returned to school because they feel that they have nothing else of significance to do! They have, however, experience from the practical field and have made the decision to do their best in their studies in order to get a new job.

The remaining 80% of the students have a traditional high school education and about 70% of the total student population have entered directly from high school. The personnel administrators programme is a three and one-half year college programme. Why do they choose this school? What type of position do they believe they will get after passing the college examination?

The teachers in this programme also have different backgrounds. There are professors of psychology, sociology, economics, law, political science and administration. Some of the teachers have followed the traditional academic path, others come from the practical field.

Difficulties among both the students and teachers occur when they try to utilize and share their field experiences. In practice, this should be an enriching experience. If the students are having difficulties due to an exaggerated respect for theory or an under-estimation of the value of practical experience, one can be sure that the teachers are experiencing similar difficulties.

The question raised at the beginning of this paper was 'Can the goals be the same for students with different backgrounds?'

The school in Östersund has had a personnel administration programme since 1973. Three categories of students can be found within this line:

- those coming directly from high school, i.e. about 70% of the students in this programme;
- those 25 years of age and over who have at least four years of work experience (25:4), but who lack a high school education - about 20% of the students are in this category.
- those with a high school education, but no theoretical higher education course, but with many years of work experience - about 10% of the students are in this category.

To combine these categories into one programme with a common goal is a deliberate undertaking. The idea behind this mixture of students is that the different experiences should enrich everyones knowledge and experience.

In order to provide the best possible educational experience, the teaching staff also has a varied background. There are:

- teachers with a theoretical education up to the doctorate level - i.e. specialists with clearly defined subject areas;
- teachers with the same level of theoretical competence, but with practical work experience in their specific subject area;
- teachers without research experience but with long experience in the field of administration.

This diversity on the staff side has its equivalent in the courses. Thus, the courses given during the seven terms are demanding both in the theoretical and practical subject areas. There are also educational elements which give the students the practical training and skills which their future jobs will demand, e.g. negotiation technique, administrative process techniques.

What have been the results? This mixture within both the student and teaching groups provides both the adult student who has had practical experience and the traditional student who lacks work experience a broader, yet uniform, preparation for their future similar professional roles.

What has been the result of this? Ninety-seven per cent of the students in the personnel administration programme pass their final examinations and within one year of their graduation secure relevant occupational positions.

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FULL-TIME ADULT STUDENTS IN TEACHER TRAINING PROGRAMMES

Ulf Samuelsson

The "pyramid" of those registered in our school shows that about half are young students and half are adult learners. The majority of the adult learners are women which reflects the fact that most elementary school teachers in Sweden are women. Men's military service makes it almost impossible for men to begin their post-secondary school education before they are 20 years old.

Note: x = one person

Age	Men	Women
49-50		x x
47-48		
45-46		x
43-44		x
41-42		x
39-40		x
37-38	x	x
35-36		x x x x x x x x
33-34		x x x
31-32	x	x x x x x
29-30	x x x	x x x x
27-28	x x x x x x x x	x x x x x x x x
25-26	x x x x x x x	x x x x x x x x x x x
23-24	x x x x x x x x x x	x x x x x x x x x
21-22	x x x x x x x x x x x x	x x x x x x x x x x x x x
19-20	x x x x x x	x x x x x x x x x x x x x x x x x x x x x

Number 10 5 0 5 10 15 20

Age of new students in 1977-78

What did the students do before entering college? Women usually enter the labour market when their children are 10+ years of age. The easiest way to get a job for individuals with a high school education is to accept a temporary post as a teacher at a comprehensive compulsory school. After a couple years of successful experience, they decide to get permanent teaching positions. However, a college education is needed for this. Often the school headmasters promise them permanent jobs at the same school after completion of the college programme, because the headmasters know that they are capable teachers. In order for them to attend, the college must be within a reasonable distance of their home so that they can commute daily. It is not easy for them to obtain a college education since they have family responsibilities as well as have to travel up to 75 kilometers to and from school daily.

Adult students may have worked previously in hospitals (the predominant employment setting), as assistants in kindergartens or youth centres, or in their own business. Many have worked at various kinds of unskilled labour jobs and a few at advanced level jobs.

Why do they leave good jobs in order to become teachers at a time when teaching does not have a very good reputation. Some of the older female students are fulfilling a lifelong goal to become teachers. This opportunity has not been available to them at earlier stages in their lives. Other students say that they want the challenge of a difficult job.

Mature students and school leavers lead different lives outside school. Mature students continue their lives with family and friends, even when they are enrolled as full-time students. They admit that they have difficulty doing work outside class with other students. The tendency at present is to abandon the traditional instructional methods of fixed lessons and home assignments and to assign projects which are done in small groups over a period of time outside the classroom. Students are also encouraged to participate in field trips. There may be a conflict between home responsibilities and their participation in group work which may lead to irritation on the part of other group members. Younger students have more time available outside the classroom and thus are able to work on cooperative projects with fewer problems. Younger students also participate in extracurricular activities more frequently than mature students. Both groups regret the situation and some adult students make a great effort to participate in most facets of student life. A few of them are very active and often act as spokemen for their groups.

How do we use the experiences of the adult in our programme? Almost everyone I asked said that the adult students' experiences have been useful in studies of child psychology and that many of the students are able to adapt their theoretical knowledge to their own children's situations. Even the younger students feel that this is a valuable contribution to the educational experience of the whole class and there is no feeling of 'now she's talking about her own kids again!' It appears to me that we could make even more use of the mature students as resource people in our classes. In literary discussions, the mature students are definitely an asset. They have spent several years as primary school teachers previous to entering the programme, can give a number of examples of relevant situations, have valid views on methodological problems, know that they will be taken seriously by other students, and are knowledgeable about that which they speak. However, besides this there seems to be little use made of the adult students' experiences. It is obvious to me that there is some shyness on both the teacher's and adult student's part. The teacher may be reluctant to ask for details about a student's background and the student may be reluctant to interrupt what a teacher is saying By mentioning that 'I know a lot about that'; or 'I can tell you about this'; or 'I have worked with ...'.

One way to make better use of life experiences would be with a questionnaire where every student could be asked what contributions he could make to the course based on his earlier work. One of my classes suggested that instead of making short study visits to factories (which they now do in order to see working situations) that we let class members who in total have more than 200 years of job experience share their experiences with the whole class. This would result in a greater knowledge of working conditions than they would gain from a short field trip to one factory.

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ADULT LEARNERS IN EVENING CLASSES - A QUESTION OF QUALITY?

Anne-Marie Wicknertz

Adult learners are now in the majority in the Swedish student population. The normal pattern of study is part-time studies in evening classes. The adult learners are usually admitted according to the Swedish 25:4 rule (i.e. they have work experience instead of the formal entrance requirements). The goal of the institutions and instructors is to maintain the same standards of teaching and quality in evening classes as there is in day-time instruction. The problem is, however, that the adult learners have a very restricted time budget (one to two evenings a week), while traditional students can use the whole week. What are the possibilities of using adult learners as resources in the instructional process (e.g. their work experience in specific or general life experiences) under these circumstances? This is the problem we will face in this case study.

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(b) Special services for adult students

HELPING ADULT STUDENTS DEVELOP STUDY SKILLS

Bonnie Reberg

How can we help the adult learner in assessing and developing his study skills? Adult learners frequently do not have an accurate picture of what university involves. Many have vague memories of high school and feel that they will do well in university if they "try harder". How can one realistically assess the adult learner's ability to cope with the academic demands of university before he finds himself lagging and in difficulty?

I propose to discuss the methods and programmes which I use to help adults cope with a new learning environment. What are the questions most frequently asked by adult students? What can be done with the overly-confident student? What compounding factors in their lives affect the outcome of their attempts at academic matters? What attitudes do they currently hold regarding possible failure? These and other questions will be discussed. Programmes developed specifically for adult learners will also be discussed during the presentation. The focus will be on first year students and their adaptation and problem areas as experienced by these students.

NOTE: See Appendices A, B, and C.

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SPECIAL SERVICES FOR ADULT LEARNERS

Rustum Sethna

In Ontario, there are a variety of learning opportunities available to adult learners in various educational institutions. Recent statistics show that there are 1.5 million part-time students in Ontario and another 800,000who would like to pursue a course of study. Many of these are new Canadians, housewives, the retired or the handicapped. At Ryerson Polytechnical Institute, where I teach, there are, at present, more students enrolled in the Continuing Education Division than in regular day time sessions. The number of adult students and the courses available to them are increasing annually.

With the increasing number of students and educational choices, it is imperative that institutions guide the students in a way to make their learning experiences fit their needs, goals and aspirations. Many institutions of higher education have specially trained learning skills workshop leaders and educational counsellors to ensure that the educational experience of the average adult learner is a positive, challenging and rewarding one.

Most universities and community colleges in Ontario, however, are not geared to serve special student groups such as the handicapped, housewives, new Canadians and a group which I call the 'retired young-olds'. The counselling staff and faculty members are not trained sufficiently to understand and help these special groups in the most effective ways.

My presentation will attempt to deal with these special groups. I will used taped interviews, role playing sessions and case studies. This will lead, I hope, to recommendations of ways to improve existing counselling and guidance facilities at institutions where there are adult learners. Group discussion and dialogue will be encouraged during the presentation.

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(c) Teaching Methods

PRINCIPLES OF ANDRAGOGY AS IT RELATES TO THE TRAINING OF TEACHERS AT THE SECONDARY SCHOOL LEVEL

François X. Dupont

Beginning in September 1979, all teacher education institutions in the Province of Ontario will be following a modified programme of studies which must conform with regulation number 407/78 of the Ontario Ministry of Education. Many secondary school teachers in the technological field will be required to take a number of courses in order to upgrade their qualifications, thus permitting them to teach one or more subjects listed in Schedule C of regulation number 407/78.

These teachers who are or who will become adult students will be interviewed in order to determine how often the teaching techniques which are outlined by Donald F. Seaman in Adult Education Teaching Techniques are used.

Economic factors and the difficulties encountered by these adult students will be explored.

References

Seaman, Donald F. Adult Education Teaching Techniques. Information Series No. 110. Columbus, Ohio: Ohio State University/ERIC Clearinghouse on Career Education, 1977.

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THE ONE-YEAR COURSE OF INSTRUCTION AT THE SWEDISH DRAMATIC INSTITUTE

Arne Hedlund

The case I want to present to you involves the one-year course of instruction at the Swedish Dramatic Institute.

The Dramatic Institute was established in Stockholm in 1970. It is a governmental institution which is directly responsible to the Ministry of Education and Culture. It offers higher education courses in programme production for theater, radio, film and television. The objectives of the Institute are:

- to provide educational activities related to media production for institutions and companies;
- to study, in collaboration with its own personnel and members of the media industry, methods for analyzing and dabating reality via media forms;
- to stimulate and train individuals in the critical examination of existing production routines and experiences;
- to encourage collaboration in media production;
- to increase the awareness of the responsibility of media personnel to the public.

The main objective, of course, is to stress the importance of media knowledge as a tool for real freedom of speech and as a necessity for those who would not otherwise be heard in a highly technological society.

The course covers production with light weight technical equipment in still photography, film, television, the theatre and radio. It is intended for students who are not aiming at professional media activities on their own, but who will be able to stimulate and lead group activities related to media production as necessary. The applicants must prove that they already are engaged in activities where such cultural aims are relevant. The student population for this course includes teachers, librarians, youth leaders, adult education leaders, therapists, social workers and other similar categories of employed or freelance cultural workers.

There are 16 students accepted annually for the one year course. The average age of the students is between 25 and 30 years old.

After the completion of the one year programme, there is the possibility of participating in a project year under the guidance of the Institute. During the project year, the student is on partial salary from his employer and both practises his newly acquired knowledge and gets a head start in relating this knowledge to his old occupation.

A third step in this process of adult learning is specific shorter courses for those who have completed the one year course, then worked for a number of years and now need further education.

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RECURRENT EDUCATION IN HIGHER EDUCATION - THE CASE OF THE ADULT LEARNER

Olof Johansson

The Department of Political Science at the University of Umeå has on many occasions discussed the complex problems concerned with recurrent education in higher education. The department has been engaged in both the creation and realization of such courses.

One example of this kind of education in which the department has been engaged is the cooperation with educational associations which has been developed. During the last academic year, a course in political science was presented in cooperation with the Workers' Educational Association in Pajala which is located more than 400 kilometers from Umeå. It is typical in courses such as these that the background of the students is too heterogeneous for them to fit into a traditional course.

Students can be divided into three groups based on their background in the discipline. First, we have the ones who are working at different levels in municipal administration: secondly, we have the ones with a great interest in politics and membership in the party related to the educational association. Finally, we have those students that are "normal" and below in pre-knowledge of the subject. Of course, there can be a mixture of the three levels.

The problem that most teachers perceive in this situation is how to make the lecture interesting to the three levels of students. I will return to this question later in this paper. Here, I will just put forward a conjecture that we often as teachers over-emphasize the problem of pre-knowledge because we are afraid of not being considered the best teacher in the subject.

Another kind of education in which the department has been engaged concerns the distance courses in administrative techniques and behaviour. These courses began in 1974. Besides the fact that the students have various levels of knowledge when they enter a course, there are at least three other facts that must be considered during the educational planning process. Firstly, the students are at the university for only 15 to 30 days during the entire semester course. Secondly, the distance courses normally are given on half speed over a whole academic year. Finally, most of the students'work is done at home and the lectures at the university are supposed to structure the homework and help solve problems which arise.

Therefore, the teachers at the university are involved in teaching large classes of 45 students and in instruction by telephone to explain and expound certain problems which arise in the course. A great amount of work has been done on introductory materials, questions, etc.

A third type of course which has been developed by the university during the last two years for use in some of the northern regions of Sweden can be compared to the previously described courses. This type of course was developed because the Swedish Riksdag (parliament) wanted to decentralize the higher education system in Sweden, Thus, every year about 20 different courses are offered by the University of Umeå in the northern part of the country, often in very small towns. The same type of course is given in other parts of the country.

The course in administrative techniques and behaviour is interesting because it is directed to a specific profession. It is of interest to students who during their last semester wish to learn something about administrative practice and to professional people who want to either advance within their profession or to expand their knowledge within their field.

We presented a course in administrative techniques and behaviour to a group of students whom we thought had a good background in the area and who wished to either increase their knowledge or advance within their profession, or both. This particular course was directed towards municipal administration. During the course, problems arose between what could be considered common knowledge for the students and what could be considered as specialized knowledge in the field of administration. Many of these problems occurred because the instructors believed that the students had more knowledge about civics than they actually had. This group of students consisted of people with positions such as head of a department or assistant department head within municipal administration.

These problems are also typical of the ones encountered by a research group concerned with the education of Swedish high school principals. My area of expertise in this group is administration. Our main problems are to discover what is already well known but not used and to find out the best way to change the behaviour of a principal to a more rational way of handling administrative questions. This is very difficult because the principals differ both in background knowledge and working environments. Depending on whether the school is large or small, the "advice" given by the principal will differ. It is very easy to fall into the trap of being the expert and not trying to understand the difficulties principals experience in administration.

The above, in brief, is my experience with adult learners. Using this background, I would like to discuss how the presence of adult learners in the classroom can help the teacher improve lectures, not only in administrative techniques and behaviour courses, but also in courses in other areas such as economics, political science, etc.

I believe that it is very important for the teacher with adult learners in his class to find out the background knowledge they have in the area. The problem is to discover the extent and level of the knowledge. For example, if one student is a man working in the welfare department of a municipality, how much knowledge does he have. In many instances, his knowledge of welfare and welfare administration is very good, but is he able to do a proper analysis of Swedish welfare policy? I believe that this is a very delicate point. To state this in another way, the adult learner is often very knowledgeable about his specific working area, but not about how it is governed and the kinds of policies behind the area.

Earlier in this paper, I put forward the conjecture that many teachers overemphasize the roles of the adult learner in the classroom. I mean that all teachers should rely on the fact that the adult student would not be in the class if he knew about the subject of the course. Despite this fact, it is important that the adult learner can have the kind of specialized knowledge I have just described. It is also important to remember that the learner can know more about a subject than the teacher!

My conclusion is that no problems arise as the result of having adult learners in the classroom! My reason for this is the fact that at universities we do not provide education for specific occupations. Instead, we give students a helping hand in at least three other respects:

1. We are able to provide the student with one or more ways of structuring an area of knowledge;

2. We are able to discuss the major trends of the latest research in an area;

3. We are able to give the "professor's prediction" of developments in the area for the next five to ten years.

My reasoning for this is that at university we should provide knowledge that will last for more than two or three years.

Finally, I hope that this paper will provide the background for a discussion about what are the characteristics of a good education.

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A METHOD WHICH HAS BENEFITED FROM THE EXPERIENCES OF ADULT STUDENTS

Christer Lindfors

In this report, I shall describe a method in which we have tried to benefit from the experiences of adult students. First, however, I shall give you a short description of the technical-vocational education programme (YTH).

The experimental programme

In 1975, experimental technical-vocational college courses were focused on different branches of industry, the steel and mechanical industry among others. The purpose of these programmes was partly to provide opportunities for further education to a group of people who have had few chances to participate in higher education and partly to meet the demand of the labour market for skilled and educated employees. These programmes are for the skilled worker in industry who wishes to obtain theoretical knowledge to supplement the practical experience gained from working in industry.

Entrance requirements

YTH is at the post-secondary school level and the entrance requirements are as follows:

- a minimum of two years of completed upper secondary school studies. The applicant's upper secondary school qualifications must be relevant to the YTH branch to which he applies. If an applicant has not completed such studies he must have undergone training of this kind in the course of his employment;

- a minimum of four years of vocational experience in the industry concerned.

Characteristics of the students

The average age of the students in this programme was about 30 years of age. The youngest was 21 years old and the oldest 52 when they entered. The mean of relevant occupational experience was 9 years. Twenty per cent had 14 years or more experience and 10% had 4 years experience.

About 65% of the students had attended a vocational school and the rest had received in-service training.

The theoretical basis varied strongly in the different kinds of vocational training the students had received. Some students had only six years of primary school. These students had not participated in any type of formal education for 25 years. Others had a basic education of theoretical secondary school and university courses. Thus, the students' theoretical background was heterogeneous.

At YTH, 70% of the students come from working class families. This is in contrast to other university programmes where only 20% are from working class environments.

The project method used in YTH

The programme at YTH-mechanical industry prepares students for better qualified positions in industry: production technician, contractor, planning technician, etc. Representatives of the employers and of the workers' associations in the mechanical industry branch have play a very active part in the planning and development of the courses.

We, the teachers in Luleå, have reworked the contents of the courses, but we still have most of the educational content divided in subjects. It has been difficult to integrate the subjects. Such an integration is necessary since industrial problems are seldom absolute: for example, a problem in production may be solved by developing a new machine or process.

The teaching method, i.e. lectures, which was suggested for the existing courses, sometimes has disadvantages. For example, it is difficult to individualize content using traditional methods and it is difficult to derive benefit from the adult students' life experiences. The students have few opportunities to be creative and furthermore, it is a method used rarely in industry. To overcome these disadvantages, at Luleå, we have tried to use the project method.

Before starting the project, we discussed the advantages and disadvantages of using such a method with the students. The purpose of the project was to learn how to choose machinery, tools, materials, etc. for production. These aims have been set up for some of the courses. When using the project method, we expect the following objectives to be fulfilled:

(1) To obtain integration of subjects, such as production engineering, materials science, machining, etc.;

(2) To practise a working technique used in the industry;

(3) To provide the student with opportunities to practise creative thinking;

(4) To give the students practice in utilizing experts and the literature in problem solving;

(5) To give the students practice in communication techniques;

(6) To give the students practice in planning;

(7) To sell the programme.

We expected the students to develop a greater feeling of responsibility for their own education by use of the project method rather than through the use of more traditional methods of teaching.

The students contacted industries in the area to obtain tasks for their projects.

Group formation

We interviewed each student in order to find out about his background and experience. Then, we suggested the groups into which the students should be organized, keeping in mind each student's specific professional experience. A group consisted of four to six students. One change was made in the way the groups were formed after a small pilot project was done.

Budget

Each group was given a budget (1000 Skr/student) for travel, literature and equipment.

Literature

The project method gave the students experience in collecting suitable literature. The students were encouraged to get help in literature collection techniques from the university library.

Workroom

Each group was given a room of its own. In each room, a working place for each member and drawing tables were provided.

Time schedule

The students were able to work on the project two and one-half days a week for twenty weeks. The instructors met weekly with each group. At the group meeting, the group accounted for the work done the previous week and discussed plans for the following week with the instructor. The students were able to contact their instructors any time during their working periods.

Evaluation

Each student kept a diary during the project. After the projects were finished, we interviewed the students, the instructors and those in industry who had provided the project ideas.

The students submitted written reports as well as giving seminars.

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THE FURTHER EDUCATION OF THE ARTISTS AT THE ROYAL ACADEMY ART SCHOOL, STOCKHOLM

Erik Lindholm

Project: Artistic decoration of the interior of a court yard

Teacher: Architect

Gives a short account of the plans and the building's surroundings and position and the primary technical and aesthetic stipulations. Should also be available to the students during the working period.

Teacher: Artist

Gives the student an account of the immediate material questions. Gives advice on different materials and methods. Underlines the importance of the model, i.e. that the ideas for the work must come across to the viewer through the model. Judges the result and gives further advice.

Teacher (other)

Gives teaching in perspective and projection drawing and projective geometry. Gives help with plan reading and the scaling of models when required.

Teacher: Artist

Helps to give the students knowledge of working in different materials, for example, plastic, metal, mural techniques, stained glass, etc. Also assists with the building of models and small samples in full scale.

Method (Judging):

Theoretical going through of the project with periodic site visits where the possibilities of practically carrying out the different alternatives, size and screening-off, lighting and other difficulties tested. General aesthetic and functional stipulations are discussed. The following questions are posed: What kind of people are going to work and live in the environment? In what ways are they likely to come in contact with the art work? (The possibilities of colour being used in different situations, for example.) Will the building appear smaller or more spacious if a particular colour is used? How large and at what height can the art work be placed? Etc. The students are encouraged to make their own decisions, they are given the freedom of choosing for themselves as to how the project should be carried out.

Aims:

The student is immediately placed in the position of making practical decisions and trying out his/her own ideas. The finished work is allowed to be independent in content and form, but should, at the same time, function within the situation into which it is placed. It should be able to work as a part of the environment and interest the spectator. The degree of independence and the degree of integration of the art work are always problems and have to be carefully considered between the artist and the commissioner. A simple thing such as the painting of an interior or exterior wall in a particular colour to the more complicated placing of sculpture or paintings within a completed building, poses many different kinds of creative possibilities and, therefore, decisions. The judgement of the finished work must, therefore, take into account the intentions of the work as a whole. Shall the surroundings be the dominating factor or is it the art work that shall dominate the environment?

This also leads us to the problem of at which point the artist should become involved in the work. In Sweden, it is generally agreed that the artist should be invited to praticipate at the earliest possible moment, irrespective of whether the art work in question is to play a major role in the environment or not.

Work criticism:

During every course there is a general criticism of the resulting work in which all concerned participate. There are many different considerations to be taken into account during the work criticism. The plan schemes should be presented in such a way so as to be clear and readable. The model and all the related work should be carried out in the scale of 1/20. There should also be written explanations where necessary, explaining the ideas and aims of the project. Lastly, an estimate of the cost of the work should be carried out along with a description of any technical problems which might occur during the actual setting up or making of the proposed work.

The critique must also question the validity of the proposed art work and if it is appropriate for the environment in which it is to be a part. This is important as even in public competition, projects are presented which are very good in themselves but bear no relationship to the surroundings in which they are to function. It is this last judgement which is always so difficult in relationship to work that is to be placed into an architectural situation.

Additional observations:

The part-influence from the persons who "use" the art work, those who live and work at the place, is an interesting question which affects the work of the jury that is carried out in reality when it comes to the artistic proposal. It is important to bear all these problems in mind during the course and at all stages of the development of the proposed work. From the experiences we have had at the Royal Academy Art School in Stockholm, it is the student who has been studying for a longer period of time and who can be referred to as an "adult learner" who benefits most from the kind of teaching described earlier in this report. The public application of this way of working has, in Stockholm, resulted in work and study projects in the subways, where the artists have been invited to decorate the tunnels and platforms, for example, the Central Station (T-centralen) Bergshamra, Mörby, Stadion, etc. Even the corridors of Ministry buildings have been objects for artistic decoration, as well as the frontage and facade of buildings, walls and courtyard interiors.

Positive experience:

The teaching should be conducted in such a way so that a lively exchange of ideas, proposals and observations are possible, not only between the teacher and student, but to a no lesser degree between the students themselves.

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OCCUPATIONAL EXPERIENCE - A RESOURCE FOR RECURRENT EDUCATION

Torsten Lundgren

In my study, I will discussion some examples of how the occupational experience of the adult learner has been used in different forms of recurrent education in Sweden:

1. Post-secondary vocational education where the students have very different educational backgrounds and at least four years of occupational experience;
2. Post-graduate education where the students have a more homogeneous educational background and at least three years of occupational experience;
3. In-service training and further training at different institutes, especially at ALI-RATI, a unit engaged in education within the Swedish Employers' Confederation.

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TWO METHODS USED IN EVENING CLASSES OF A LABOUR LAW COURSE WHICH TAKES ADVANTAGE IN THE INSTRUCTIONAL PROCESS OF THE ADULT LEARNERS' WORK EXPERIENCES.

Oliver Renborg

The Department of Law at Örebro College has given this course since 1977. The students participate in half-time studies during the evening. It is a basic course in which 70 lessons (45 minutes each) are given. The purpose of the course is to provide useful information in labour law and to teach the students how to handle day to day problems.

The learners

The average age in a group of 25 to 30 participants is 30 to 35 years of age. More than 90% are adult learners (later in the paper, the term "learners" refers to "adult learners"). The majority of the learners are admitted under the Swedish 25:4 rule. Some of these learners are people who could have applied under ordinary admission standards. Of the learners, 70% work full-time and more than 60% have families. On the average, they spend 8 hours a week on class preparation.

The learners' work experiences, as well as their educational backgrounds are, of course, heterogeneous. There is, however, a considerable number from staff departments (managers as well as lower level employees) and a smaller number from unions (generally these are appointed representatives, but there are also ordinary members). Last year, the latter group was reduced in number, especially the union people from private industries.

A majority of the learners are upper secondary school graduates and a few of them hold university degrees. Some are only elementary school graduates. Approximately one-third of the learners have studied law previously. The motive for attending the course is to obtain knowledge relevant to their professional career.

Case-solving in mixed groups

In approximately one-third of the classes, the group splits up into smaller groups. In these groups, the learners solve and discuss legal cases which they have prepared at home. The composition of each group is as heterogeneous as possible. Private and public sector, employers and employees, etc. are represented in each group. (To make this possible, the instructor collects basic facts about each learner at the beginning of the course.) The instructor, who spends three to four hours during the course with each group, has the opportunity to learn about each individual's needs and difficulties as well as his merits. This knowledge of each students background is extremely valuable in class.

In course evaluations, this method of instruction receives the highest ratings. This rating could be due to a variety of reasons. One reason that Cross stresses in her report, "The Adult Learner" is that "adult learning is motivated primarily by the desire to solve immediate and practical problems".

Project reports

The reports are written individually or in small groups of 2 to 5 with group reports being commoner. The reports are presented in seminars at the end of the course. The main educational motive originally was that the learner would have the opportunity to make a special study of a certain law, e.g. the labour contract, etc. Most of the subjects were suggested by the instructor. In the last year, however, the reports have changed in character. The learners now choose their own topics. The instructor gives them information and guidelines about the project method and the problems which might be experienced with this method. This guidance is given on a continuous basis outside of class time. As a result, most learners choose problems related to their work experiences. The reports are distributed to all members of the class which gives them the opportunity to examine a variety of theoretically adapted work experiences.

References

K. Patricia Cross. "The Adult Learner." In Current Issues in Higher Education. Washington: American Association for Higher Education, 1978.

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(d) *The adult learner and the institution*

THE ADULT LEARNER AT THE UNIVERSITY OF GUELPH: AN INSTITUTIONAL PERSPECTIVE

Joanna B. Boehnert

Although the University of Guelph has accepted adult learners who have not met the published admission requirements for more than a decade, no real effort has been made - until very recently - to facilitate the recruitment of adult students. At the same time, there has not been an institutional recognition of the differences between the traditional younger students and those who have been admitted as mature students.

With declining enrollments of traditional students, the need to attract adult learners has become apparent. The University of Guelph has responded to this need by introducing a non-degree General Studies Programme which will allow adults to take regular university courses without the constraints of programme or time requirements. Students may remain in the programme as long as they wish unless their course failures exceed the number allowed for the number of courses they have attempted. They may apply for a transfer to the regular degree programme at any time and at the same time transfer course credits from General Studies to the degree programme.

The appointment of a director of the General Studies Programme indicates that the university has committed itself to the Programme. However, to what extent the University will respond to the needs of the Programme, its students, and other adult learners in other undergraduate programmes remains to be seen.

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DEVELOPING INSTITUTIONS RESPONDING TO STUDENT NEEDS

Phyllis Couse

The psychology paradigm, B-P-E (behaviour-persons-environment) is a way of thinking about problems in education. Rather than asking which form of instruction is better, this model includes for whom and for what purpose. This interactive approach considers the kind of student and matching models of education. Behaviour is an interactive function of the person and the environment. The educational environment sought by the adult learner will reflect particular developmental stages. Educational institutions (environments) will change or develop in response to the perceived needs of students (persons) who seek further learning (changing behaviour).

Three adult education institutions will be examined using the B-P-E paradigm. The oldest and largest institution is Ryerson Polytechnical Institute's Continuing Education Division. In its more than twenty years existence, it has changed as it responded to new needs. The student body is 55% male and 45% female with the learners being comparatively young (67% are in the 21 to 34 years of age bracket).

Ryerson Open College, an experimental approach to education, offers courses by radio. CJRT/Open College commenced operation in 1971. Open College offers degree level courses, certificate courses and informal non-credit courses. Eight to ninety percent of the students taking degree level courses are women between the ages of 40 and 50, most of whom have completed high school, plus some university level courses. This is their first step towards re-entry into education. The institution "flexes" to the very special needs of its students.

The Canadian School of Management, the youngest of the institutions examined, formally offered its first degree courses in September 1978. At the present time, it has 87 students of which 70 are enrolled in the health services administration programme. These students have degrees, but not in the specific field of health administration. The average age of the students, who are 55% male and 45% female is 35 to 40 years of age. Applicants must have at least five years of management experience. This institution is responding to the needs of learners who are seeking job-related training. The students not only sense a personal need for further knowledge in an increasingly complex field, but are pressured by professional associations and by the competition from younger people who have specific training in health care services. The health industry is Canada's largest industry.

NOTE: An expanded version of this presentation is given in a paper by Ms. Couse which is included in Appendix "D" of these proceedings.

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ADULT LEARNERS AND OFF-CAMPUS COURSES

Mary Jane Edwards

The subject of this study is an off-campus course attended by adult learners. Although this case is relevant for both the "class" and the "instructor" categories, because of the perspective I was assigned, I shall present it initially from the point of view of the "institution".

The following are the pertinent facts for this case study.

In 1978-79, Carleton University in Ottawa offered as an off-campus course a second-year, three-credit, two-term survey course in Canadian Literature in English. Its prerequisite was a first-year course in English or the permission of the Department of English. The course itself was the prerequisite for all upper year courses in Canadian literature taught by the Department of English. Because the course was a survey of our national literature, it had a large enrollment.

When this course is offered on campus, it is divided into sections, each taught by a different instructor. All but one of the on-campus sections met during the day, either twice a week in two 1-1/2 hour sessions or three times a week in one hour sessions. The course lasted 26 weeks (September to April).

Two off-campus sections of this course were also offered. The off-campus section which is the subject of this study was given at Deep River, Ontario, a town about 220 kilometers from Ottawa. This section met on Tuesday nights for 26 weeks (October to May) in a classroom of the local high school.

Because of the distance between Ottawa and Deep River, the vagaries of the bus schedule between the two places, and the seasons during which the course was taking place, the instructor, a full-time tenured member of faculty, drove to Deep River and back every other Tuesday, sometimes staying overnight. The class met for three hours (6:30 p.m. to 9:30 p.m.). On the alternate Tuesday, the Communications Coordinator for the General Services of Carleton University placed a long distance call on the University's WATTS line to a conference phone set up in the classroom in Deep River. The instructor then talked to the students for two hours (6:30 p.m. to 8:30 p.m.).

There were twenty students enrolled of which eighteen were taking the course for credit and two auditing it. There were 18 women and two men enrolled who ranged in age from about 25 years old to 65 years old and in educational background from those who had completed high school to those who held Bachelor of Arts degrees from such well-known universities as Queen's University in Kingston, Ontario and the University of Oxford. One student was an ordained minister. They enrolled in the course because they were "interested", were beginning or working or a degree or because they were "requalifying". About one-third of the students were full-time teachers.

Because the class was given at a distance, it used resources (both human and physical) not normally used in the regularly scheduled, on-campus sections of this survey course in Canadian literature. The physical resources in Deep River included the classroom, the telephone, two libraries and local media. Between Deep River and Ottawa, they included a delivery service and the long distance telephone system.

The human resources were even more varied. Deans, officers and support staff of the School of Continuing Studies, the Office of Instructional Development, and the Information Office, etc. at Carleton had to perform tasks related to this off-campus course. Because of the distance of this course from the campus and the methods of instruction, several people (secretaries, teachers, janitors at the high school, telephone technicians and librarians) were involved in either Deep River or Ottawa or both places. At Carleton, one crucial person was the man who placed the telephone call on alternate Tuesdays. In Deep River, the crucial person was the coordinator, a student in the class, who undertook to organize such necessities as advertising, the delivery of essays and the coffee. The general involvement of the community of Deep River is also a factor worthy of note.

From the institution's perspective, this off-campus course cost more time and money than an equivalent course on campus. It required almost double the support structure. It demanded more cooperation and coordination from more and varied people. It necessitated instant, workable decisions of which the institutions would approve whenever problems occurred.

It is, of course, the unexpected which tests the mettle of both institutions and people. Three examples will illustrate how the unexpected challenged the institution. The first has to do with a broken telephone connection during a class, the second with a lady and the third with a baby.

Now, each of these problems obviously had to be solved by the institution. In each case, however, the class and the instructor who also at the moment of each crisis operated as the institution were inevitably and inextricably involved. In all three cases, furthermore, the physical and human resources of the instructor were the key to solving the physical and human aspects of the problem.

This seems to be the key. The institution can organize, plan and predict to its heart's content, but in the end, with the adult learner who has problems such as the inability to attend regularly scheduled classes on a central university campus, an insecurity about his/her competence, or family responsibilities, the crucial person for the institution as for the class is the instructor. That is why, of all the material sent out as preparation for this workshop, the most relevant article for me was Milton R. Stern's, "Working with older students" with its support of an idea of having experienced, flexible and imaginative men and women, rather than junior instructors or older, inferior members of the professoriate teach adult learners.

Reference

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(e) The adult learner and the instructor

PROFESSIONAL LIFE EXPERIENCE OF THE INSTRUCTOR AND THE ADULT LEARNER

Birgit Haglund

Introduction

The University of Umeå and the Department of Health and Environmental Studies since 1977 have had the responsibility for both the basic education and further training (i.e. recurrent education) of municipal health inspectors in Sweden. The basic education of health inspectors previously was a one year non-university course given in Stockholm at the National Environmental Protection Board. It is now a three year university programme called the health and environmental protection line. There are about 800 skilled health inspectors in Sweden who desire further training.

The characteristics of the programme are that it is directed at a specific profession and that it is interdisciplinary and includes natural science, social science, law, medicine and technical subjects.

First, I shall focus on the problem of being an instructor of students who have a great amount of practical knowledge and then shall describe, briefly, the programme, the learners and the teaching staff.

Education

(a) Basic education - the health and environmental line

The programme of study trains municipal health inspectors. Since students in this programme have followed a broad environmental education which covered both natural and social sciences, they should be well qualified to deal with other environmental matters as health inspectors.

The programme is divided into fifteen study courses:

Term 1 (3 courses)	Basic natural sciences, 20 units - integrated biology, chemistry, nature geography, physics, statistics, hygiene
Term 2 (3 courses)	Basic social sciences, 20 units - political science, cultural and economic geography, economics, law
Terms 3 & 4 (6 courses)	Applied health and environmental studies, 40 units - applied law, toxicology, food hygiene, water pollution control, land use and conservation, air pollution control, industries and their environmental problems, habitation hygiene, epidemiology catastrophy medicine, cleaning and waste handling, work environmen
Term 5	Practical training, 20 units - at small and large health and environmental protection agencies (both local and regional)
Term 6 (2 courses)	Planning of society - 10 units Applied health and environmental protection, concentration course - 10 units

(b) Recurrent education - continuing education courses

The University of Umeå has the responsibility to plan, coordinate and evaluate the recurrent education of skilled municipal health inspectors in Sweden.

We started with an investigation to find out in which subjects additional courses are needed. On the basis of that investigation and after discussions with governmental personnel and employer and employee representatives, we started recurrent education courses in the Spring of 1978.

The courses we offer or plan to offer in the near future are as follows:

- water and water pollution control - 10 units
- social and environmental planning - 10 units
- land use and conservation - 10 units
- applied law - 10 units
- food sciences and hygiene control - 10 units
- environmental chemistry - 10 units

At present, courses are given in Umeå, but we plan to offer them at other universities in Sweden in the future. In order to increase the accessibility of the courses to the students, "distance" courses are offered. This means that the students attend courses at the university for approximately three weeks at a time during three different periods. The rest of the time they work at home and contact the instructor, as necessary, by telephone.

(c) The learners

Basic education

Thirty students are admitted every term in the health and environmental protection programme. This means a total enrollment of 180 students. One-third are women and two-thirds men. Many of them can be classified as adult learners. The average ages for the five groups which have already entered the programme are 26, 25, 21, 27 and 24 years of age. Most of them have some working experience - in fact, all except one in the first group which began in January 1977. One-third of the students have previously taken university level courses.

Recurrent education courses

All the students in this section are adult learners with professional life experience. They are highly motivated to continue their education. They have a great practical knowledge of the field, but lack to some extent theoretical knowledge. Their basic education was in the previous programme which was a one-year, non-university one.

From our investigations, it appears that many of them have attended university or other short courses. Nevertheless, they are a somewhat homogeneous group, having their profession in common.

(d) The teaching staff

In the programme, we have both traditional academic teachers and adjunct instructors with their profession in common.

This year, 1978-79, the total budget of the department is 3.1 million Skr (Swedish crowns). Two point one million Skr is used for instructors' salaries.

An analysis shows that:

- 38% is used for academic teachers employed in our department. Their subjects are mainly biology (ecology, animal physiology) and chemistry;
- 26% is used for buying services from other departments in the university, mainly from the departments of political science, geography, law, economics, physics and chemistry;
- 10% is used for academic teachers who work overtime on our courses. These teachers are mostly from the medical faculty;
- 26% is used for teachers from outside the university. They are civil engineers, doctors, employees at regional or local offices and at governmental offices. A few of them are health inspectors. They are practitioners and specialists in their own field who work overtime on our courses.

(e) How to be a good instructor for adult learners with professional life experience

There are many problems associated with the role of the instructor in the education of health inspectors. In other professions, you can hire those trained in the profession as teachers. For example, medical students are taught mainly by doctors. However, because of the previous low level of the programme for health inspectors, you can use individuals trained under the previous programme as instructors only to a certain extent.

The main problem is that the health and environmental studies programme is interdisciplinary. It is difficult to find an instructor who can teach in sufficient areas of the programme to justify a full-time appointment. We have tried to solve the problem by using both academic teachers and adjunct instructors.

Academic Teachers

For the more theoretical academic teacher, it is important to give instruction which is relevant as a base for the more applied courses and for the students' future profession. We have tried to attack this problem in several ways, for instance:

- Before we began offering courses, we had an orientation course for the academic teachers and planners where we tried to analyze the job of a health inspector. Teachers at this course were chiefly experienced health inspectors;
- Some teachers and planners worked for two to three weeks with experienced health inspectors at health and environmental protection offices;
- Some of the academic teachers have also been instructors in the more applied courses in both the basic education and recurrent education courses;
- The contact with the experienced learners at the recurrent education courses has given the academic instructor experience and knowledge which is useful for the basic education courses;

- The contact with the external instructors in the daily work of the department and in the applied courses develops their awareness and knowledge of the students' future profession;

- For every course, we begin with a course planning group. This group consists of the instructors, students from previous and future courses, and educational planners - for instance, the director of studies and the course assistant. This format has worked very well.

External teachers

The external teachers who are the specialists are more aware of the future profession of the learners and thus they can more easily adapt their instruction to the learners' needs. Some of them are not used to the instructor's role, however their specialized knowledge seems to compensate for their lack of pedagogical knowledge and skills. The problem is more of an administrative one. They are often heavily engaged in their own profession and lack time for meetings and discussions which are necessary for coordination of their courses with those of other instructors.

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THE PLACE AND ROLE OF THE MATURE FEMALE INSTRUCTOR IN THE WORLD OF CONTINUING EDUCATION

Monique L. Lussier

Despite the interest displayed in the experience of the mature student who pursues a university education, little is known yet about the psychological changes that take place during the period he spends in school, as is shown by Weathersby's comments:

> We need to know more about the process of transition and development, crisis and opportunity that are embedded in the life cycle (...), of the personal meanings of education in adults' lives.

If education provides a vehicle for change at any period of one's life, the types of change will vary according to the acknowledged learning, interests, motivations, previous academic and/or life experiences of the student.

The purpose of this paper, as outlined in the present summary, is to explore the changes that may take place in a mature woman's self perceptions over the period of time she devotes to getting a degree, whether she is a full-time or part-time student. I suggest that mature female instructors can play an active role in such a process. The case study method that will be used to test this proposition rests on personal experience over a ten year period as a professor of psychology, friend or advisor to women who have discussed the personal issues brought about by the dynamics of their personal change. My observations have led me to believe that the academic structure provides little to help mature women get the most from an education, although they account for a high proportion (54%) of students engaged in continuing education programmes, according to figures recently published by Carleton University. A high proportion of them are married with children, but have no prior university education. If they share with men the goal of personal enrichment as a primary motivation for attending university, they have, in a proportion higher than men, the desire to gear themselves for a new orientation in their active lives. But change is both inspiring and threatening; even the person who starts on a new course of action with great aspirations and expectations experiences the pangs of resistance to change, craves for the security of comfortable beliefs and convictions, questions the merits and worth of spending time, money and energy on an endeavour that often does not provide immediate recognition from others, especially from "significant others". The fluctuations of self-perceptions might be even more pertinent for older women. Women who have functioned as independent managers of households, go through phases of exhilaration from the intellectual stimulation of the course content, interaction with professors and other students, and phases of anxiety and insecurity prompted by the impending judgements of their abilities and skills as displayed in assignments, examinations and group discussions. The socialization of women has not, until fairly recently, placed much emphasis on intellectual achievement, a fact which might explain their ambition to perform at a level that will demonstrate that they can compensate for their previous lack of accomplishment. I dare say at this point that for many women I have encountered the reassurance given by the female instructor was of utmost importance; the role model she provides operates as a stimulating factor to overcome their real or imagined perceptions of inadequacy.

A high percentage of adult students (70%) interviewed at Carleton expressed the wish to have more senior professors teach evening classes, thus uncovering their needs to interact with peers who can instill in their teaching more than theoretical knowledge and sophistication. These data correspond very well with the highly vocal statements made to me and to other female colleagues by female students who have taken courses in psychology, an area where most women feel they have, rightly or wrongly, some degree of empirical competence, if only because of the cultural stereotypes that impart natural superiority to women over men in this field.

But the exposure to female professors is not a common occurrence in Canadian universities. The status of women in academia has been the subject of numerous studies that have all pointed to the same facts: women are in a minority in almost all academic institutions. If they are over-represented in the lower echelons of teaching, they are under-represented in the higher ranks of most North American institutions (Henshel, 1973). This built-in paradox in the ratio of women students and professors can for still another while maintain female adult students in limbo. There is no reason to advocate a sexist position, by which one would promote segregation of the intellects. My interest is to call attention to the means by which educational structures can offer women a climate where their special personal needs are recognized and accounted for.

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THE IMPLEMENTATION OF RECURRENT EDUCATION FROM THE TEACHER'S VIEWPOINT

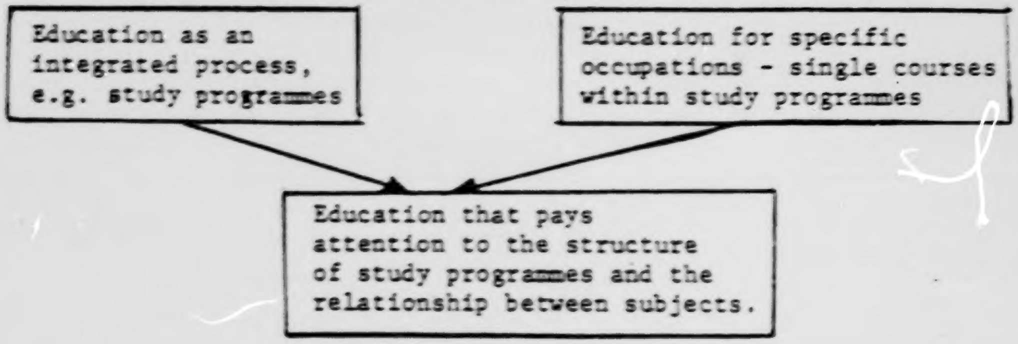
Owe Nilsson

Since the principle of recurrent education is a planning strategy, it's of vital interest to study how this principle is regarded at different levels in the system of higher education. Preliminary data from our research project - the adaptation of universities and colleges to recurrent education - give a somewhat confusing picture.

We have mainly studied some of the general study programmes, such as architecture, economy, civil engineering, and a few paramedical courses. For this purpose, however, we have also data from earlier studies (especially from pre-school teacher training) which could be of additional interest.

We could observe as major opinions, first, a general resistence towards recurrent education, i.e., the ideal of splitting up the general study programmes, and secondly, a more positive attitude concerning the recruitment of the new clientele. One of the intentions in the Swedish reform is to split up the study programmes so that recruitment to the educational system can be widened. Splitting up general study programmes will have negative effects on education as an integrated process, they claim. There's also the question of how to combine the demands on the postponement of education for specific occupations and whether each stage should be a complete vocational training. The educational planners and teachers claim that a system of recurrent education should consist mainly of what is called single courses.

How is the present educational system moving, considering these factors? The figure below summarizes the basis for this discussion.


Education as an integrated process, e.g. study programmes
Education for specific occupations - single courses within study programmes
Education that pays attention to the structure of study programmes and the relationship between subjects.

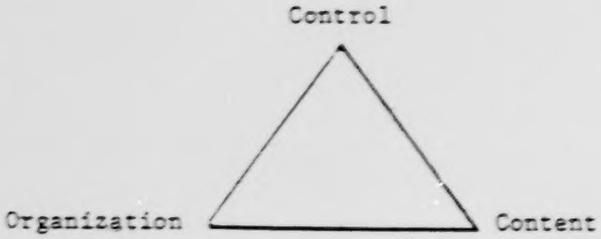
How will the teachers with their different backgrounds regard these problems? To what extent are these problems related more to certain kinds of education?

Considering the question of recruitment and how to cope with adult learners, several problems arise. In my discussion with teachers, I noticed that several among them could understand and meet the demands and wants of the mature students. Everyone who has practised teaching in either mixed groups or adults, alone, can affirm all the problems one has to meet when one has to change the teaching style - not to mention the social and financing factors that are also involved.

The teachers often said that they intended to base their teaching on the experience of the mature students. But they seldom said anything about the kinds of experience they preferred and what kind they thought were obstacles to teaching. The mature students, then obviously, got the impression all experience was valued positively and on several occasions we could see students spending a lot of their initial study time sharing their different experiences. On some occasions, this process of discussion of the past could result in the students never grasping problems connected with the future occupations. Some teachers regarded this process, even if it were not apparent to some of the students (e.g. adults with disadvantaged backgrounds), as a necessary process.

There is, however, a rather important problem built in here which I would describe as a conflict for the teaching process. Adult students claim that they often are discontented with the teaching they receive. In this respect, they want to reorganize the teaching so that the teacher is more visible than in traditional situations. Furthermore, mature students, in general, require different kinds of resource material and content. They want the teaching based upon their background and life/work experiences. Finally, there is a demand for more control of the teaching process by the participants.

The three perspectives of this phenomenon is illustrated in the figure given below.



This raises the following questions:

1. What kind of content?

2. What kind of organization?

3. What kind of control?

Is it possible that the educational system, by more or less sophisticated means, socializes the mature student towards the role of the traditional student or is the system developing a successful adaptation of the principle of recurrent education?

My purpose on the teaching level is to start discussion about the teachers' outlook on recurrent education.

* * * * *

THE ADULT LEARNER IN HIGHER EDUCATION: POINT OF VIEW: THE INSTRUCTOR

Joyce MacQueen

Objectives

1. To describe how the presence of adult learners in a class of younger learners affects the teacher, the classroom climate, and the learning (based on teachers' perceptions).

2. To analyze this information in terms of desirable characteristics and skills required by the teacher of such a class.

3. To delineate the conditions which enhance or hinder learning outcomes of such a class.

5. To appreciate the special qualities of a class composed of adult learners and younger learners.

6. To appreciate the complexity and delicacy of teaching this kind of group.

The Question

Given the characteristics of adults learners, what is the effect on the teacher, the classroom climate and the learning outcomes when adult learners are integrated into classes with younger learners?

The Students

The students are in a four year baccalaureate nursing programme in a small university in northern Ontario. The majority of those entering the first year of the programme do so immediately after completion of Grade 13 and are 18 or 19 years of age. As well, a few students over 24 years of age enter the programme. In addition, registered nurses wishing to obtain the baccalaureate degree are admitted (we call these the R.N.s.). These students are almost all over 24 years of age and because of their background, they have a slightly altered programme and may challenge all third year courses.

The classes, therefore, have the following mix:

First Year:	Approximately 30 students under 24 years of age, with a few students over that age. (These students are called the 'basic students'.)
Second Year:	Some classes taken by R.N.s only; some classes which both basic students and R.N.s take. In the past, these students were integrated, now they have separated.
Third Year:	Those R.N.s not succeeding with the challenge examinations are integrated with the basic students.
Fourth Year:	All R.N.s take the fourth year classes and are integrated with the basic students.

The Faculty

There are thirteen members of faculty, five are in their first or second year of teaching and the rest have varying degrees of experience. Three of the new members of faculty were R.N. students in this programme.

The Study

Following a written request (Appendix "A") all of the teachers in this programme were interviewed regarding their perception of how adult learners in a class of younger learners affected their teaching, the classroom climate and the learning outcomes.

The Findings

I will present the findings in greater detail at the workshop. Here is a brief outline:

1. What are some of the characteristics of adult learners?

This was not the focus of my concern, but I used this as an opening for the interviews with teachers on the assumption that it would lead smoothly into the question of how the adult learner affects the teacher and the teaching. Teachers related readily the characteristics of adult learners presented to them and described other characteristics of which they were aware.

2. How does the presence of adult learners affect the teacher and the teaching?

This question involves self-exploration and self-awareness and so was not as easy for teachers to discuss. On the whole, the less experienced teachers (these were not necessarily younger) were more aware of how the presence of adult learners made them feel (threatened, less secure, etc) than the more experienced teachers. The more experienced teachers described many ways that they modified their courses and teaching to deal with the characteristics of the adult learners. I was impressed at the openness and flexibility of all of the teachers.

3. How does the presence of adult learners affect classroom climate and learning outcomes?

Teachers found great variation from class to class in the effect on classroom climate and learning outcomes.

For Discussion

Who should teach adult learners?

Under what conditions should they be integrated into classes with younger learners? When should they be separated?

April Fool's Day. 1979
But this is not an April Fool

Dear Ellen,

As you may know, I will be attending a two week workshop on Adult Learning in Higher Education at which all participants will present a half hour paper. The focus of my presentation is on how adult learners (defined as those over 24 years of age) in a class with younger learners affect the teacher, the teaching, the learning.

Since all of our classes have this interesting mix of students, I'm hoping that you will be willing to discuss your observations with me. Would you be willing to give some thought to the following questions and discuss them with me sometime in the next two weeks?

Here are the questions?

1. What are some of the characteristics of adult learners that you have noticed?

Here are a few reported characteristics to get you started thinking about this:

- Adults see themselves as decision-making members of family and community groups. They come to the learning experience having made a conscious decision about what they want to learn. They tend to be less patient then full-time students with a waste of their time, and they employ more rigorous tests of personal relevance.
- A second characteristic...is their pragmatic approach to learning. Adult learning is motivated primarily by the desire to solve immediate and practical problems. They are interested not so much in storing knowledge for use at some future time as in applying knowledge to life goals that seem important to them.
- The third characteristic of adult learners...is their reservoir of life experiences. New learning for adults has to be incorporated into existing frameworks of learning and experience.

(K. Patricia Cross. "The Adult Learner." In Current Issues in Higher Education. Washington: American Association for Higher Education, 1978, pp. 5-6.)

2. How does having adult learners in class with younger students affect your teaching?
3. How does it affect the classroom climate?
4. How does it affect the learning that occurs.

These are not easy questions to answer, especially since they involve self-examination. I really appreciate your assistance and will make an appointment with you as soon as possible.

Joyce

(f) Assessing community needs

WAYS TO ASSESS COMMUNITY NEEDS AND INTERESTS IN TERMS OF UNIVERSITY CREDIT COURSES

Mark W. Waldron

This case study will deal with means of assessing community needs and interests in terms of university credit courses.

A recent study conducted in the City of Guelph will be used as resource material. The Nominal Group Technique which was used to encourage responses from various community groups will be demonstrated.

A discussion of the advantages and disadvantages of using various needs assessment approaches will be included as part of the case study presentation

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REVIEW AND RECOMMENDATIONS

WORKSHOP REVIEW AND RECOMMENDATIONS

At the conclusion of the workshop formal and informal evaluations of the activities were conducted. Among the issues addressed were:

pre-workshop information kits
accommodations and location
organization of activities
resource people and planning group.

The responses received were comprehensive and detailed. In summary, participants reacted very favourably to the workshop. The quality of organization of the sessions was particularly praised. Some expressed concern about the level of clarity of the objectives and the means of summarizing the workshop activities.

On the basis of our assessment of the workshop and the participants' reactions to it, we would make the following suggestions to future workshop planners:

1. Criteria for participant selection should specify the level of knowledge required for the workshop and that applicants should represent a variety of disciplines from across the country.

2. Planning committees shoud carefully weigh the advantages and disadvantages of central versus remote workshop locations and should inform participants about the accommodations and meals prior to the workshop.

3. Objectives for the workshop should be stated explicitly and be included in pre-workshop literature as well as being posted during the workshop.

4. A glossary of key terms to be used during the workshop should be provided prior to the workshop.

5. If the case study method is to be used, planning committees should consider the degree of direction and leadership to be provided by the committee and/or the participants in assigning, selecting, and presenting case studies.

6. If there is to be a tangible product in future workshops, information as to its objectives and purposes should be provided.

7. If visits to local resource people are part of the workshop, information on participants' interests and needs should be collected before their arrival.

The planning committee would like to express its appreciation for the support provided before, during, and after the workshop by York University, the Ontario Universities Program for Instructional Development, and the Swedish National Board of Universities and Colleges. We are confident that the goodwill and enthusiasm experienced at the workshop will continue in all future cooperative endeavours.

A workshop as a learning project - some concluding views on the Toronto workshop on adult learners *

by Kenneth Abrahamsson

Time as a Yardstick

Time is a yardstick of everything. When I sit down now, half a year after the workshop, and try to formulate some thoughts with reference to the voluminous conference material, I feel a certain distance to Toronto. Not only a geographical distance or a distance of time. As time goes by a distance also arises to one's insight into the problems treated. When one is in the midst of an activity and feels that something is happening, the complexities seem to be more apprehensible and visible. The solution of the difficult questions seems to be drawing nearer. Together we try to arrive at conceptions and pictures of reality which make it more endurable, intelligible, and manageable. But what becomes of all the pictures, truths, and conceptions which evolve in a workshop of this kind?

The Workshop's Knowledge Content

For me personally certain threads, experiences, impressions and lines of thought have left an impression. They are not revolutionary ideas for higher education. Nor, perhaps, are they clear impulses for further research. No, to a great extent they constitute personally coloured knowledge which has been incorporated with my own thoughts and conceptions. This in itself is, I feel, typical of the Toronto seminar. It did not lead to new knowledge presented in a systematic form. Even if we can hope that our and the participants' confusion has been reduced as a result of the workshop, I still wonder whether our/their conceptions of e.g. what is contained in the concepts recurrent education, new student groups, work experience are more consistent and clearer now. Nor do we know whether our conceptions concerning the trio of concepts "class/instructor/institution", launched by the planning group, have been made clearer.

On the other hand, I take it for granted that the seminar increased the participants' knowledge of our different education systems--the Swedish and the Canadian (read: Ontario). I also assume that we reached greater insight into the difficulty of comparing two systems of higher education which work under completely different economic and cultural conditions and which build on different traditions. Here there are several differences worth indicating. One of the ideas behind the Swedish higher education reform is that all post-secondary education is unified in a single system with common overall goals. This means that we, in Sweden, do not, as is the case in Canada, make a clear distinction between universities and community colleges. There are also great differences in the organization and goverance of higher education at different levels. Another difference is how credits are allocated for different courses. All single courses and study programmes in higher education give credits.

Yet another variation is in the construction of the admission system, where work experience is given a special importance in admission to all courses of higher education. In Sweden the rule that adults over 25 years of age and

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* *This submission by Kenneth Abrahamsson represents his personal views and is not necessarily indicative of the views of other planners or participants.*

with at least four years of employment are given general eligibility to all higher education applies generally. Special eligibility is determined by the content and demands of the education concerned. Another important point is that in Sweden the influx of adult students has increased almost explosively during the last ten-year period. Now rather more than half of the new enrolments are over 25. This means in turn that higher education has been supplied with new knowledge capital where theoretical knowledge can be interwoven with both life experience and work experience. In Sweden the expansion of other forms of adult education, e.g. adult educational associations, folk high schools, municipal adult education, and trade union-sponsored education is more extensive.

I also believe that the participants increased their knowledge of education of the kind they are working with in their own country. Most made frequent use of the opportunities in the programme for study visits and interviews. This is abundantly clear in the group reports. Even if the workshop meant for the Swedish participants a removal by air across the Atlantic it is likely, paradoxically, that they learned much about Swedish higher education. For they came from a number of different courses of study and the exchange of opinions in the different groups was lively.

The Contradictions of Being an Adult Learner

The fact that the seminar's function largely turned out to be to bring out the participants' own experiences was completely in agreement with the aim. There it was stressed that the participants also ought to see themselves as adult learners. How successful was this aim then? There is no simple answer to this question. How are we to evaluate participant-oriented courses and projects, anyway? What weight do we accord the knowledge and steering a group of participants exercises by itself? What role should the course-leaders of the course-team have in relation to the participants? What significance had e.g. the collection of reports the participants received before the workshop? What can course-leaders do when the learning process makes off in a particular direction, but the aim points in another? How can the interaction between course-team and participants be developed favourably? How do the course-team handle sudden demands for changes in approach, times, and content? There is, here, a host of questions which always come up at participant-oriented or participant-steered courses. The Toronto seminar was no exception in this respect. For my own part, some of the experience of being an adult learner was how course-team acts in relation to the pedagogical process.

The interaction between course-team and participants was an interesting feature in Toronto. In just this respect similar experiences from elsewhere were confirmed. At the same time as a process was going on among the participants, interesting things were happening with the course-leaders. The decisive and constantly recurring question was how the participants' learning conditions should be structures? How tightly should the conditions be locked or how much should be left open to the participants? Here was an important and fruitful uncertainty within the course-leadership. The matter was not simplified by my coming into the preparatory work relatively late and by my own wishes being, in many respects, incompatible with the design developed in the Canadian planning group. Part of the explanation of this uncertainty in the contract between the course-leaders and the participants can be sought in the difficulty of developing during a short period of time a participant-oriented philosophy. The demand that the participants should regard themselves as adult learners and that they themselves should take the responsibility for their own learning process is a recurring idea in the educational debate. At the same time the participants are often confronted with conditions which in themselves are designed to offer such opportunities, but which at the same time do not really have firm support among the participants. The participants' possibilities of accepting such an idea are not always so good. The difficulty is of course accentuated in a heterogeneously composed group.

The Choice of Focus for Project Work

How did the participants adapt to these conditions? The first week was devoted to discussing their own case-studies (see the appendix) and to formulating themes for projects during the second week. One question was whether the course-leaders should take the initiative to the formation of completely new groups in order to stimulate ideas for the participants' projects during week two. For reasons of time, among other things, it was decided to keep the original groups in part, but to offer at the same time the possibility of changing groups. The result of this process is evident from the themes the groups set up for their project reports. An examination of the orientation and content of these reports were related to the workshop's theme of "Adult Learners in Universities and Colleges." The other half concerned other, partially related themes e.g. comparisons of teacher training in Sweden and Ontario, programme evaluation, and women's studies.

Now, afterwards, we can wonder why all the groups did not keep to the workshop's theme. Personally, I think it is difficult to avoid this with excessively participant-steered and learner-oriented design. If clear signals are not given or specific demands expressed that a particular theme is to be treated, there is a risk that the group chooses a topic close to what they have worked with previously. The fact that only half of the groups took up conference themes in their reports is an important result. One critical factor here is the participants' own problem formulation. What steers the selection and fixing of a particular problem? And how do the participants handle their chosen problem during the learning process itself? What compromises are made between the different participants' suggestions, viewpoints, and demands? How is the subsequent learning process influenced by the choice of problem? It seems to me that problem choice and problem formulation in participant-steered teaching should be illuminated more fully.

Forthcoming Activities

I began my comments by referring to time. I want to conclude my reflections by trying to look ahead. In the early part of 1980 the Swedish participants are going to meet for a follow-up of the workshop. Only then will we gain a clear picture of in what ways the Toronto seminar has given them ideas, thoughts, and tools for teaching and educational planning. For me personally, however, the seminar was very interesting and fruitful. I hope, for instance, to be able to develop further some of the contacts I have made with researchers at the Ontario Institute for Studies in Education. The research task I intend to set about is very close in content to the group report "The Adult Learner in the Classroom." I participated sporadically in the work of the group myself, and was impressed by the way the group set about the task. Even if the selection of adult students and teachers was extremely limited and dropout in the teacher group was large, the formulation of the problem was very interesting. I also know that the collaboration between the Ontario Universities Program for Instructional Development and the Staff Development Unit, National Board of Universities and Colleges is going to continue with a fourth international symposium in England in April 1980.

The theme for the new workshop, "Continuing Education," has, of course, a close affinity with the Toronto seminar's "Adult Learners in Universities and Colleges." I take it for granted that the affinity will also encompass the professional and interesting way the third workshop was planned.

The Hidden Expectations of Conference Planners

In conclusion, I want to refer to Alan Thomas' reflections at the workshop. Sometimes we, as researchers, can be affected by an occupational disease involving the expectation that every conference should contribute its jig-saw piece to a systematically and cumulatively arranged bank of knowledge. Researchers often come to conferences with such pieces in view. Preferably one's own contribution should be a piece with "bingo" which makes the pattern fall out quite naturally. Since I work a great deal with research-oriented symposia in the R&D unit at the NBUC, I have been affected by this disease myself. One of the common symptoms is that one believes one knows the answers and the only problem is finding people who can put the questions.

A similar occupational disease can sometimes be discerned in the actions of staff trainers and conference arrangers. As grant-awarding authorities often demand that conferences lead to concrete results, such expectations are built into the design. In a certain sense it can be said that the Toronto conference was steered by such expectations. The planning group of the workshop had suggested that the results of the conference should be documented in a handbook. By doing this at least two things would be gained. First, the results could be presented systematically. Second, they could be spread to others. There is certainly a great deal in that. At the same time I got the impression that these demands steered the discussions in an unfortunate way; in itself an interesting illustration of the interaction between the participants and the course-leaders. With all deference to conference planning and research, it can sometimes be useful to be put into situations where both questions and answers are unclear and under development and where the search for knowledge is not steered by implicit administrative expectations. The fact that our workshop did not lead to any new adult education manifestos should not be regarded as evidence of study handicaps on the part of the participants. It is, rather, a manifestation of the fact that the theme of the workshop is very difficult and complex. Nor are matters simplified when the participants not only represent two different cultures but also function in their everyday lives in a number of different educational contexts.

APPENDICES

APPENDIX A

Mature Student takes the plunge

(Panorama: Guest column by Sheila Davenport, London Free Press)*

Mature - a description most of us would covet - has taken on a new meaning. Consider the mature student. Should you picture him (her) as an impressive individual having attained an enviable state of wisdom through his life experiences, it's not necessarily so. The mature student has been specifically defined (by the University of Western Ontario) as a student over 21 years of age, with academic qualifications of less than Grade 13.

These students are arriving in increasing numbers on our campuses. Today at Western there are more than 700 part-time and full-time mature students. Who are they? Why do they come? And how do they feel after they arrive?

We talked with a graduated mature student who has run the gamut: she has been a part-time and full-time student at both a community college and at a university. Her diploma and degree hung on the walls of the office where we spoke. Hers was a success story. Her schooling had been cut short for economic reasons. At an early age she had gone out to work. She married young. When her oldest child had entered university, and the youngest was about to start high school, she began to reflect on that neglected part of her life - her education. Surrounded by an educated and articulate family she felt in danger of being left behind. This was in spite of the fact that she was an avid reader. And to those who knew her, an intelligent and informed companion. The need to prove herself remained.

When she finally took the plunge and enrolled for a course at a community college, she arrived two weeks late - perhaps an indication of her uncertainity. She can laugh now as she recalls her fear on that first day. She admits to having had "tunnel vision", unable to take in fellow students or surroundings, terrified. Later that day someone came into focus, literally, at the back of the class who, wonders of wonders, was almost as "mature" as she was. Today this good friend is close to achieving her doctorate.

The feeling of being obvious, of "sticking out like the proverbial sore thumb" was to return to her for the first week of each year that she returned to campus, but never again with the initial impact.

Our student felt there were advantages for her in the smaller classes offered in the program she had chosen. There was a chance to become part of a group, to get to know her professors. When she transferred to the university in the degree granting program and the larger classes, she felt more confidence in her ability to cope.

Apart from the excitement of learning, one of the side benefits was the introduction to the younger age group. It contributed to her understanding of her own family. Without personal involvement she was able to talk and listen to the younger students, learning something of their difficulties. To the students

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she was one of the few non-authoritarian adults they had met (not a teacher, not a parent).

She recalls two young students who greeted her excitedly at the beginning of another fall term with the news they had persuaded their mothers to return to school. "We told them about you."

Learning to learn again wasn't easy. Her marks usually improved as she learned what was expected, but it was a slow process. She suffered from fear of failure even thought this fear wasn't confined to the mature student. Above all she was fortunate in having the encouragement of her family. A success story, as we've said.

Is it for everyone? We spoke to Bonnie Reberg and Fiona Goodchild at Western's Counselling and Career Development Service. The counsellors strongly urge any mature student enrolling for next year to drop into their offices (in the student centre) after registering with the admissions office. Now isn't too soon to be planning for next fall. The counsellors caution prospective students against taking too many courses in the beginning stages. Taking a summer course is a good way of finding out how much time is involved. Seven hours study time (there are variables here) can be calculated per course per week. Taking on more than can be comfortably managed is a discouraging experience.

Bonnie Reberg points out that the family of the mature student is not always aware of the amount of time involved in a course: the student must learn to be fairly assertive about his or her needs. There can be financial adjustments necessary on the part of the family.

Last year in the fall the counsellors conducted a mature student orientation program for two days, designed to introduce students to time management, note taking, exam preparation, study skills and each other. There is also an ongoing mature student group, a chance to meet and talk.

Counsellors see students enrolling for many reasons. Some are looking for a new direction for their lives; personal or family events may have precipitated the decision. Others seek to upgrade their careers. There are at least as many men as women enrolled as mature students...In any event the mature student is headed for a brand new set of experiences.

APPENDIX B

The University of Western Ontario

Counselling and Career Development Services
University Community Centre
London, Canada, N6A 3K7

Spring, 1979.

Counselling & Career Development, in conjunction with the Admissions Office, are pleased to offer an orientation program specifically for students who are coming to university after several years (mature applicants). This program will be offered on Saturday, May 5th from 9:30 a.m. to 4:30 p.m.

Included in this one-day program will be:

a) student survival skills (i.e., listening, note-taking, test preparation, test-taking strategies, organization and time management, textbook reading)

b) getting acquainted with other mature students

c) campus resources (i.e., library orientation, faculty contacts, academic advising, career development).

If you wish to participate, please return the registration form below and enclose a $3.00 materials fee in the return envelope by April 28, 1979. If you wish to pay by cheque, please make the cheque payable to Marlene Eeley.

N.P. We have found that students who participate in the mature student orientation program have experienced a smoother adjustment back into the academic environment. As well, it offers a great opportunity to meet other mature students and share information and experiences. We hope to see you there.

Name: ______________________ Phone: ____________ (home)

Address: ______________________ ____________ (office)

____

APPENDIX C

Mature Student Orientation Program Schedule

9:30 - 10:00 a.m.	Welcoming Coffee Here we hope to welcome you to the orientation session and introduce you to some of last year's mature students.
10:00 - 11:00 a.m.	Time Management How to get control of your time, manage your family, and/or job, and still be a successful student.
11:00 - 11:15 a.m.	Short Break
11:15 - 12:00 p.m.	How to Make Best Use of Library Resources Weldon Library Personnel will give information about the facility and its resources. A general tour of the library will include the actual process of selecting and finding a particular book.
12:00 - 1:00 p.m.	Lunch Cafeterias in Somerville, Middlesex, or University Community Centre are open for lunch---or bring a lunch from home and share a quiet hour under a shady tree.
1:00 - 2:15 p.m.	An Introduction to Lecture and Note-taking in the University What listening and note-taking skills you'll need will be discussed. Then, U.W.O. professors will address the topic "What I expect a student to listen to and get from a university lecture".
2:15 - 3:00 p.m.	"How to Review for Exams" and "What to do to Maximize Your Success in the Test-Taking Situation". Study skills and counselling personnel from Counselling & Career Development will present pertinent information about test-taking skills.
3:00 - 3:15 p.m.	Short Break
3:15 - 4:00 p.m.	Academic Policies and Procedures Academic advisors from the Faculties of Social Science, Arts, and Science will present information regarding University policy.
4:00 - 4:30 p.m.	A Positive Approach Staff of the Counselling & Career Development Service will present some suggestions geared to enhancing your experience as a mature student.

APPENDIX D

ROSTER OF PARTICIPANTS

(a) Canadian Delegates

Joanna Boehnert, Psychology, University of Guelph, Guelph, Ontario

Jerome V. Brown, Philosophy, University of Windsor, Windsor, Ontario

Phyllis Couse, Early Childhood Education, Ryerson Polytechnical Institute, Toronto, Ontario

François Dupont, Education, University of Ottawa, Ottawa, Ontario

Mary Jane Edwards, English, Carleton University, Ottawa, Ontario

Larry Hawn, student, University of Toronto, Toronto, Ontario

Samuel Luker, Family Studies, University of Guelph, Guelph, Ontario

Monique Lussier, Social Sciences, University of Ottawa, Ottawa, Ontario

Joyce MacQueen, Nursing, Laurentian University, Sudbury, Ontario

Lily Oddie Munro, Adult Education, McMaster University, Hamilton, Ontario

Jeannine Roy Poirier, Continuing Education, Cornwall Campus, University of Ottawa, Cornwall, Ontario

Bonnie Reberg, Counselling and Career Development, University of Western Ontario, London, Ontario

Rustum Sethna, Psychology, Ryerson Polytechnical Institute, Toronto, Ontario

Mark Waldron, Continuing Education, University of Guelph, Guelph, Ontario

(b) Swedish Delegates

Birgitta Björkblom, Högskolan f lärarutbildning Klasslärlinjen, Stockholm

Lennart Blomqvist, Högskolan i Karlstad, Karlstad

Sylvia Gobom, Oorganisk kemi, Chalmers tekniska högskola, Göteborg

Arne Gustavsson, Inst f matematik, naturvetenskap och i Jönköping, Jönköping

Birgit Haglund, Inst f hälso - och miljövård Umeå universitet, Umeå

Arne Hedlund, Dramatiska institutet, Stockholm

Olof Johansson, Statsveotenskapliga inst, Umeå universitet, Umeå

Christer Lindfors, Högskolan i Luleå, Luleå

Erik Lindholm, Konsthögskolan, Stockholm

Torsten Lundgren, Svenska Arbetsgivareföreningen, Stockholm

Ove Nilsson, Högskolan f lärarutbildning, Pedagogiska inst, Stockholm

Bruno Nordström, Inst f psykologi och pedagogik, Högskolan i Örebro, Örebro

Oliver Renborg, Rättskunskap, Högskolan i Örebro, Örebro

Gusten Rolandsson, Rättskunskap, Högskolan i Östersund, Östersund

Ulf Samuelsson, Inst f språk och litteratur, Högskolan i Östersund, Östersund

Lars-Inge Ström, Statskunskap, Högskolan i Östersund, Östersund

Christina Ullenius, Organisk kemi, Chalmers tekniska högskola, Göteborg

Anne-Marie Wicknertz, Pedagogiska institutionen, Högskolan i Karlstad, Karlstad

APPENDIX E

CANADIAN AND SWEDISH PLANNING COMMITTEE

Kenneth Abrahamsson, Research and Development Unit, Swedish Board of Universities and Colleges, Stockholm

Janette Baker, Teaching Skills Programme, York University, Downsview, Ontario

Bengt Eric Bengtsson, Department of Education Planning, Chalmers University of Technology, Göteborg (Swedish Coordinator)

Richard Handscombe, Teaching Skills Programme, York University, Toronto, Ontario (Canadian Coordinator)

Chris Knapper, Teaching Resource Office, University of Waterloo, Waterloo, Ontario

Marion Wilburn, Ontario Universities Program for Instructional Development, Toronto, Ontario

Fred Woolley, Staff and Educational Development, Sheridan College of Applied Arts and Technology, Oakville, Ontario

APPENDIX F

ROOM LOCATION CODE:
Y=York Hall A=York Hall A Wing B=York Hall B Wing
HR=Hillard Residence JCR=Junior Common Room

Workshop Office Y168
Resource Room - Hearthroom beside JCR

SWEDEN/CANADA '79

SATURDAY (May 5)	SUNDAY (May 6)	MONDAY (May 7)	TUESDAY (May 8)	WEDNESDAY (May 9)	THURSDAY (May 10)	FRIDAY (May 11)
	BREAKFAST 9:30 JCR	BREAKFAST 7:45 JCR	BREAKFAST 7:45 JCR	BREAKFAST 7:45 JCR	BREAKFAST 7:45 JCR	BREAKFAST 7:45 JCR
	.Free Time	.Overview and Introductions 9:00 - 12:00 Y245 Break 10:30	.Theme Sessions (Participant Reports) 9:00 - 9:45 9:45 -10:30 Break 10:30 B209 10:45 - 11:30 11:30 - 12:15 B 206, 213, 215	.Theme Sessions (Participant Reports) 9:00 - 9:45 9:45 - 10:30 Break 10:30 B209 10:45 - 11:30 B 206, 213, 215 .Bus to Sheriden 11:45 HR Lobby	.Theme Panel - Questions 9:00 - 9:30 Y245 .Theme Sessions (Participant Reports) 9:30 - 10:15 10:15 - 11:00 Break 11:00 B209 11:15 - 12:00 B 206, 213, 215	.Reflection and Evaluation 9:00 - 10:00 Y245 Break 10:30 Y245 .Self-Selection into Task/Topic Working Groups for Week II 10:00 - 12:00 B 206, 213, 215
	LUNCH 12:30 JCR	LUNCH 12:00 JCR	LUNCH 12:15 JCR	LUNCH (Sheridan)	LUNCH 12:00 JCR	LUNCH 12:00 JCR
	.Registration 14:00 - 16:00 HR Break 14:30	.Theme Groups 13:30 - 16:30 Subgroups I Institution B206 II Class B213 III Instructor B215 Break 15:00 B209	.Tour of Toronto 13:00 - 16:30	.Visit to Sheridan College	.Theme Panel Discussion: Adult Learners - The Class and the Instructor 13:30 - 16:30 Dr. Kenneth Abrahamsson Dr. David Sutherland Mr. Larry Hawn Ms. Doris Bragg Break 15:00 Y245	.Plenary Session: Group Reports 13:30 - 16:00 Y245 Break 15:00 Y245 B206, 213, 215 for Groups
	DINNER 18:00 JCR	DINNER 17:45 JCR	DINNER 17:45 JCR	DINNER 17:15 JCR	DINNER 17:45 JCR	DINNER 17:00 JCR
.Swedes Toronto arrival 17:45 .Room Registration 19:30 HR .Coffee, cheese and crackers 20:00 HR	.Reception 18:00 JCR .Dinner 19:00 (18:00 - 22:00) Guests: Mr. & Mrs. Ian MacDonald Dr. & Mrs. David McQueen Dr. Charles Pascal	.Group Reports and Individual Scheduling 19:00 - 22:00 Y245 Break 21:00	.Theme Speaker and Discussion: Adult Learners and the Institution Dr. Alan Knox 19:30 - 22:00 Y245 Break 21:00	.Free Time assistance in planning the evening available upon request	.Mix 'n Match 19:00 - 22:00 Y245 Break 21:00 Y245	.Free Time

SWEDEN/CANADA '79

SATURDAY (May 12)	SUNDAY (May 13)	MONDAY (May 14)	TUESDAY (May 15)	WEDNESDAY (May 16)	THURSDAY (May 17)	FRIDAY (May 18)
BREAKFAST 8:30 JCR	BREAKFAST 9:00 JCR	BREAKFAST 7:45 JCR	BREAKFAST 7:45 JCR	BREAKFAST 8:30 JCR	BREAKFAST 7:45 JCR	BREAKFAST 8:45 JCR
.Free Time	.Free Time	.Plenary Session 9:00 - 9:30 Y245 .Working Groups 9:30 - 12:00 B 202, 203, 208, 209 No Break Provided	.Working Groups 9:00 - 12:00 B 202, 203, 208, 209 No Break Provided	.Breakfast with J. Roby Kidd "How Adults Learn: What's New?" 8:30 - 10:00 JCR .Working Groups Wrap-Up and/or free time 10:00 - 10:45 .Bus to Niagara Falls 11:00 HR Lobby	.Plenary Session: Group Reports and Reactions 9:00 - 12:00 Y245 Guest: Dr. Alan Thomas Break 10:30 Y245	.So What ... 10:00 - 11:00 Y245 .Workshop Evaluation 11:00 - 12:00 Y245
LUNCH 12:00 JCR	LUNCH 12:45 JCR	LUNCH 12:00 JCR	LUNCH 12:00 JCR	LUNCH (en route)	LUNCH 12:00 JCR	LUNCH 12:30 JCR
.Free Time	.Free Time	.Working Groups 13:30 - 16:30 B 202, 203, 208, 209 No Break Provided	.Working Groups 13:30 - 16:30 B 202, 203, 208, 209 No Break Provided	The workshop will leave Glendon College by 11:15 a.m. on May 16 for a trip to Niagara Falls and Niagara-on-the-Lake. The trip will include a stop for sight-seeing and shopping in Niagara Falls, then on to Niagara-on-the-Lake for a tour of a winery, a walkin tour of historic Niagara-on-the-Lake, some free shopping time or time for a quiet drink, and dinner. Participants should be back at Glendon College by 10:30 p.m.	.Consolidation of Final Draft of Group Submission to Handbook 13:30 - 16:00 Break 15:00 .Submission of Repor 16:00 - 16:30	.Concluding Comments Dr. Charles Pascal 13:30 - 14:30 JCR No Break Provided
DINNER 17:00 JCR	DINNER 17:45 JCR	DINNER 17:45 JCR	DINNER		DINNER	DINNER 17:15 (Swedes only) JC
.Free Time	.Free Time	.Working Groups 19:00 - 22:00 B 202, 203, 208, 209 Break 21:00 JCR	.Dinner at Queen's Park Guest: Dr. Bette Stephenson, Minister of Education 18:00 - 21:30		.Final Fling 18:00 - 18:00 Board Bus HR Lobby 18:30 Reception 19:15 Dinner at Massey College, U of T	SATURDAY (May 19) Breakfast 8:30 JCR Lunch 12:00 JCR Snack 16:00 JCR Departure for Airport 16:30

APPENDIX G

OTHER PAPERS:

Developing institutions responding to students' needs.
Phyllis Couse

Technological studies: A program for adult learners
François Dupont

Student characteristics, non-credit adult learners, McMaster University, Hamilton, Ontario (1978/79)
Lily Oddie Munro

DEVELOPING INSTITUTIONS RESPONDING TO STUDENT NEEDS

Phyllis Couse

The psychological paradigm B-P-E (Behaviour-Persons-Environment) is a way of thinking about problems in education. This paradigm was initially developed by Kurt Lewin around forty years ago. Recently, educational psychologists, increasingly dissatisfied with the traditional research paradigm of cause and effect, have used the B-P-E paradigm as a way of looking at educational settings. The B-P-E paradigm is an interactive model. Behaviour affects Persons who in turn affect the Environment, or the letters may be interchanged; Environment affects Behaviour leading to changes in Persons. Now this may seem to be really nothing new at all, in fact, you may state that we all look at the world this way, this is just commonsense psychology. It is. Unfortunately most psychological research is founded on the usual cause and effect paradigm rather than this interactive model.

The B-P-E model not only asks which form of instruction is better but also for whom and for what purpose. This approach considers the kind of student and matching models of education. The educational environment sought by the adult learner will reflect particular developmental stages. I refer you to the article, Life Stages and Learning Interests, by Rita Weathersby.[1] The appendix provides a chart characterizing life phases and ages, major psychic tasks, "marker" events and the person's characteristic stance. The chart successfully consolidates the recent work of well known psychologists and sociologists on the various phases of adult development. Educational institutions (Environments) will change or develop in response to the perceived needs of students (Persons) who seek further learning (changing Behaviour).

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[1] Weathersby, R. Life stages and learning interests. The Adult Learner in Current Issues in Higher Education. Washington: American Association for Higher Education, 1978.

Three institutions of adult education will be described in B-P-E terms. As well, the programs will be analysed in terms of the developmental phases of the learners.

Two of the institutions are functions of Ryerson Polytechnical Institute, located in the centre of downtown Toronto. Ryerson Polytechnical Institute was founded in 1850 by Egerton Ryerson (1803-1882) as a Normal School, training teachers for the public school system. The buildings were taken over by the airforce as a training school in World War II. During the war it became a re-training or "rehab" school for soldiers re-entering civilian life who wished to complete their high school training in order to receive further education. In 1948, Ryerson became a technological institute creating a new level of education in the Ontario school system. Its creation was a response to society's need for people trained in technological skills. The programs varied in length from one to three years. In 1963, it became known as Ryerson Polytechnical Institute, supported in part by student fees and the Ministry of Education. Ryerson was granted the right to offer degree programs in 1972. The programs are many and varied: there are six divisions, Applied Arts, Technology, Business, Arts, Community Service and the Continuing Education Division. The number of students attending the daytime programs is approximately 10,000.

Ryerson Continuing Education Division

The Continuing Education Division has been a part of Ryerson since 1950. It began as a small division offering courses in what might be known as themes to help people upgrade their skills. For example, a course in Child Development would be offered. (To give you some idea of the size of the operation, two men in charge of the division knew every student.) Upon completion of Child Development, the student would receive a certificate and be encouraged to take Advanced Child Development for an advanced certificate. Course offerings in business administration and technological subjects were particularly attractive to employees of industry and business.

In the past three years, the Continuing Education Division has developed an aggressive and expanding image under the direction of Dean MacKeracher, who foresaw the recent growth in adult education and changing needs of students. Last year, 22,000 students registered for individual courses. The growth rate has been 26% in the last two years. Dean MacKeracher believes this is due to good marketing of products. I would state that this is an institution flexing and changing to the needs of students.

Ryerson's evening courses differ from those offered by community colleges in several ways. There is less emphasis on crafts and more on skills; for example, rather than offering Basic Woodworking, the program would offer Woodworking Design. There are a mixture of courses, some are short courses, not for credit, which might be personal interest courses such as music for young children, or a series of business seminars or book collecting or women and work. Other course offerings are for specific credit for certificates or diplomas in subjects such as public administration, landscape architecture, accounting or technological subjects. Still other courses are degree courses in the social sciences and English. Students taking these courses may be seeking credit for a degree at Ryerson or another university. The Continuing Education Division does not award a degree.

Ryerson intends to expand the area of course offerings in which the adult learner has the opportunity to update skills or develop leisure activities. It is developing a summer program, recognizing that people in downtown Toronto have more free time, are more relaxed and may be seeking more fun. The Division also plans to expand in areas in which they can fully utilize Ryerson expertise and community resources, offering seminars on civil liberties or courses to the law society.

Dean MacKeracher foresees a future expansion in courses on preparation for retirement and courses for retired people. No doubt that there will be a large group of citizens interested in courses in this area. He is aware that we are now in a society that encourages lifelong learning in relation to the changing nature of professions. Finally, women in their 40's and 50's whose main careers have been that of homemakers and mothers, with a life expectancy of approximately eighty years, are seeking educational programs in order to prepare for entry into the workforce.

Dean MacKeracher foresees the development of "distance" education, a form of learning particularly suited to Canada's geography and relatively thin spread of population along the United States border. The C.N. Tower, a communications tower, can facilitate the broadcasting of radio and television programs. Ryerson could create a course on Developmental Psychology, and Simon Fraser University in British Columbia might exchange a course on Women Studies. These are forms of remote learning for people far from educational institutions, for those who may be handicapped, busy or travelling.

Who are the students and what are their needs? A survey of 81% of 5,450 students in January, 1978, informed the division that 41% of the students were females though one might assume a larger enrolment of men at a polytechnical institute. Fifty-nine per cent were 21 to 29 years of age, 25% 30 to 39 years and only 8% were under 21 years old. Obviously most students do not attend directly upon leaving high school. A surprisingly small group (53%) indicated that grade 12 or 13 was the highest level of educational attainment. Forty-two per cent had attended university or college, but 57% did not graduate. Eleven per cent of the students were working toward a degree, 14% for a diploma, and 46% for a certificate. Twenty-three per cent were not working toward these goals. Sixty-three per cent were in their first year of extension courses, 31% were in their second and third year. These figures indicate a high attrition rate. Dean McKeracher estimates that at least 10% of the students take courses to get out of the house and meet people.

Most of the students work downtown, 52% attend Ryerson after work, 29% come from home. Thirty-eight per cent use public transportation, 29% drive their cars to the campus. Twenty-one per cent attend Ryerson because it is conveniently located.

Thirty per cent heard of Ryerson from a friend, 22% from the calendar, 6% from their employees, 6% from newspaper advertisements. It is interesting that 30% attended Ryerson for its reputation.

Students were asked to identify their industry or profession, and their occupation or trade. The most numerous responses were 154 in sales, 137 in health, 114 in machine manufacturing, 109 in construction and 104 in communications. Eight hundred and thirty-four were in administrative clerical occupations, 533 in technical positions, 365 in administrative personnel jobs, 279 were students, 270 were in financial administration, and 219 were in service positions.

There is no government support for students' fees. Forty per cent of the students indicated their employers paid their fees. While the daytime programs suffer from government cutbacks in grants for students and the fear of a future of falling numbers of students attending institutions of higher learning, the Continuing Education Division, in contrast, is expanding and contributing several millions of dollars annually to the operation of the Institute.

A comparison of the above figures and the chart on phases of adult life would indicate that the learners would fit into three stages. The first, 20 to 29 years, living and building for a future, the first stages of a career. The transition phase in the late twenties and early thirties may include a change in occupation or focus within an occupation. In the thirties, there is a deeper commitment to family, work and the community, a time of settling down and becoming one's own person.

Clearly, the results of the survey indicate that the Continuing Education Division's program is flexing to the life needs of these adult-learners. The future plans of the Division is to expand in other areas, to appeal to older students and to women will fit the psychological needs of an entirely different group of learners.

Open College

The second institution of adult education flexing to the needs of students is Ryerson Open College. Open College was designed to utilize the medium of radio with some assistance from television, to deliver two kinds of courses, formal credit courses and informal non-credit courses. There are two levels of credit courses, those providing credit toward a degree and short courses designed to fit the needs of specific groups. The latter are created in response to requests from the community. As well, there are informal non-credit courses in subjects such as the history of opera and music history, or a public affairs series on the law as it applies to marriage, housing etc.

CJRT-FM offers daily programs in classical music and jazz. It has a broadcasting range of an eight mile radius around the city and since it is only one of two stations broadcasting classical music, a rather devoted audience. However, 80 to 90% of the students of Open College have never listened to CJRT.

Open College commenced operations in 1971, offering a degree credit course in Introductory Sociology. The offering of degree level courses via the medium of radio has been a great success and I want to concentrate on this particular aspect of its course offerings for it clearly illustrates my proposition that institutions develop and flex to the needs of students. Two events occurred during the 60's and early 70's to affect Open College's success. The first was an awareness that communication mediums such as radio and television could be used as educational delivery systems; perhaps with the advent of satellite systems we are just at the first stage of recognizing the importance of the communication mediums for "distance" education. The second event was the impact of the women's movement and the liberation of women in our society. All women have been affected by it, the women of 40, 50 and older even more so. Having filled traditional roles as homemakers and mothers, they are now aware of the possibility of 30 more years of life in what sociologists term, the "empty nest". They are further termed obsolete women, unsuited to a society demanding qualifications for jobs. They are aware of a lack of education.

Open College meets the needs of this portion of our population. Seventy-five per cent of students taking the degree level courses are women, most are in their 40's and 50's, though some are younger women with families aware of the transition which will occur at a later age. Open College might be called the First Step. It is one of the most flexible and supportive institutions in adult education for students who wish to continue their education but are terrified of failing, of enrolling in a university course in which they must compete with younger students. Most of the women have completed their high school or secondary school education, some may have had university education; however, the common factor is that they dropped out of school to be mothers or to work. These were the mothers and homemakers of the 1950's; the dominant cultural myth of that time was the importance of home and child-rearing as a fulfilling career for women rather than education. Open College keeps track of its graduates, some may enroll in Ryerson's degree programs but 60% of them will attend part-time or full-time programs at York University.

A survey of students registering for all courses indicates that one-third of the women students are housewives; approximately another third are professionals or managers. The remaining group of students are from various occupations such as postmen, actors, blue collar workers and so on.

Registration for courses is completely open, there are no requirements. Educational backgrounds will vary depending on the course offering; however, they range from students who did not attend school beyond grade 8 to some with graduate degrees in different disciplines. Approximately 150 students register for each course. Since there are no course requirements, the attrition rate is high; it may vary from 30% to 50%, usually students drop out before the exams. They must notify Open College that they intend to drop out. Open College attempts to provide encouragement, guidance and support. However, since registration is completely open, a high attrition rate is not unexpected.

Open College advertises its courses in the subway, on buses, mail drop-offs and, of course, word of mouth. Some women have formed groups who meet and discuss the course material. It is estimated that Open College has a listening audience of 20 to 30,000. These people are not registered in a course but it is a method of advertising Open College's offerings. Students may also have taken a certificate-level course prior to taking a degree-level course.

Open College is a non-profit institution. The average cost of a degree level course is $110. The student receives a textbook and a workbook. Students may use Chargex to pay for the course. The cost of a course may present problems for women who wish to return to education. A woman's commitment to a course is in reality, a change in her role; her husband and family may not approve of this. Formerly her evenings may have been devoted to the family, now she may be studying. Entering the field of education has an impact not only on the woman's perception of herself but on her family's perception and they may not like it. Open College has a "slush fund" to help students in dire financial straits.

Open College has offered courses in the Canadian Novel, Developmental Psychology, Social Ethics, and Money, Power and Politics. Program's subjects are selected by a topic suitable to the radio medium. The course is repeated twice and then discarded since the material may be obsolete. Two programs are broadcast three different times a week. They are also available on cassettes in the Ryerson library and other libraries. The programs may be supplemented by weekly or biweekly half hour telecasts, providing additional but not required learning experiences.

A typical university level course consists of the following format. The student attends an orientation meeting at Ryerson. It seems unbelievable, but many women have never been downtown alone in Toronto, some bring their husbands. Some are anxious and hang around the entrance. Two orientation meetings of approximately 50 to 60 or more students are held, one in the daytime and another at night. It is probably the only orientation session serving coffee to students. Students are met at the door, guided to the coffee table and then introduced to their tutor as well as the broadcast instructors. Each tutor has approximately 28 students. Their role is to mark the ten written assignments, the mid-term and final examination. Examinations cause anxiety, particularly for the adult student. Students may rewrite an exam or another may be set. In fact, they've even delivered exams to students in hospitals. The tutors must be nurturing and supportive adult educators as well as knowledgeable in the subject area. Some work fulltime, some parttime, all provide clear written feedback on assignments as well as a number grade.

Open College has a fulltime student coordinator who receives the assignments, distributes them to the tutors and subsequently returns them to the students. The coordinator keeps track of each student's record. Students are encouraged to call for help. The coordinator receives the calls; she attempts to detect if the call is a need for encouragement and reassurance or help in course work; if it is the latter, the tutor is contacted who will then call the student.

Each radio course has two study weekends providing an opportunity for students to discuss the course material with the tutors, broadcasters and other students.

The great advantage to this system of learning is that only the tutor and the student know how well the student is grasping the material. There is a great deal of individual counselling and guidance. It is a known fact, that adult students are not only anxious to do well but really strive to achieve. Open College estimates that a "B" student who later enrolls in courses at other universities will probably be an "A" student.

There is much more one could describe about the Open College courses. For example, the broadcasters are educators in their field; each must be trained to write and deliver the scripts. Each course has two broadcasters and broadcasts are interspersed with interviews with people renown in the particular subject area. Each course takes a year and a half to prepare; there are approximately 48 hour scripts, each usually requiring five drafts and a workbook to be written.

Finally, here is an adult education institution "flexing" to the needs of a particular group of students, for the most part, women who wish to re-enter the field of education. Women who are in mid-life transition characterized by changes in their role in life. A period when one is aware of physical decline and that there is less life to live than has been lived. This period may be characterized by abrupt changes as one turns to goals one may have neglected at an earlier period. It is a period characterized by an urgency to examine the fit between the self and life situation. Open College provides the opportunity to change and explore new areas with little loss of self-esteem.

The Canadian School of Management

The Canadian School of Management is the youngest of the three institutions in adult education. It has a Provincial and Federal chapter to grant degrees; and is associated with Northland Open University, presently located at Whitehorse in the Yukon. In effect, it has unlimited possibilities for expansion.

During its first year of operation the School offered a series of management seminars as it prepared its first degree level courses for September, 1978. It is considered to be the first of its kind in Canada to offer non-traditional professional education to a specific group of professional managers. At the present time it has 70 students registered in a Bachelor of Health Services Administration program, 7 students in a certificate program in Organization and Management, and 10 students in a Bachelor of Management program.

One of Canada's largest and most rapidly expanding industries is that of health care; this includes not only hospitals and nursing homes, but related government agencies or agencies related to the field such as welfare agencies. The expansion of this field creates a need for people trained in the field of health services administration. At the present time, many of the administrators have degrees related to the field, but lack formal management training other than that of personal experience. Several Canadian universities offer Master's programs in health services, however, for the professional administrator, of an average age of 35 to 45 years, it is impossible to receive additional training and still retain a position in the workforce.

The Canadian School of Management has specifically designed a Bachelor program to meet the needs of these learners (approximately 50% have degrees) who wish to receive specific training and are urged to do so by various professional associations such as (U.S.) American Hospital College and the Canadian College of Health Services Executives. Not only do the learners feel they must respond to these pressures by their colleagues and institutions but they are also aware of the pressure of more highly and specifically trained younger persons in the field.

The Canadian School of Management is responding to a growing group of working adults who wish to continue their professional education by offering a program with a number of unique non-traditional features. The most outstanding feature is that not only the student's previous academic record but his or her professional experience is granted as credit to academic standing. Although there are institutions granting credit for experience in the U.S., the Canadian School of Management is the only Canadian institution recognizing the value of non-academic learning as part of the development of professional adult. Each student must present a portfolio containing his academic record, a record of managerial responsibilities, references by an immediate supervisor, a listing of special skills and accomplishments, projects, reports and job evaluations. Management development courses, seminars and related professional training is also documented. A committee consisting of two peers and two professors evaluate the portfolio.

A second unique feature of this program is that each student develops an individual curriculum plan based on this assessment of needs as well as his or her perception of further professional demands. The plan must be approved by the School.

A third unusual feature of the program is that students may set their own goals and timetable. Curriculum is structured around experiential learning. Each student undertakes the preparation of a special project in an area related to health care (two credits) each year. A committee of three review the student's project outline. Eighty per cent of the outlines will be rejected or the student will be asked to expand the project in specific areas. These projects are presented in writing and orally (if feasible) to other students for the process of learning is interactive. The majority of students attend classes in Toronto, but the School has registered students from New Foundland to British Columbia. In the fourth year of the program, students must prepare a thesis and dissertation. The thesis is reviewed by a committee of the Canadian School of Management as well as two external readers; each member must submit a written report.

The School began in September, 1978, offering the third and fourth years of the health administration program. They anticipated an enrolment of 25 and enrolled 55 students. Seventy students are enrolled at the present time. The School operates on a system of three semesters or all year; students take two courses each term as well as completing the special project. Students attend classes at O.I.S.E. in Toronto, on Saturday. Since this is a relatively new field of education, the School has prepared a great deal of its own study material.

Faculty have had both professional expertise in the field and Master's degrees in Business Administration, for example. Acceptable qualifications are based on the subject to be taught. Twenty-five per cent of the faculty have their doctorates. There are 25 faculty, some parttime, some are readers or faculty advisors. The school provides a program director who is available on Wednesday evenings to consult and advise students as well as prior to classes and during the lunch period on Saturday.

What are the characteristics of this adult student group? Approximately 55% are men, 45% are women employed as administrators, all must be seasoned managers having had at least five years of management experience in positions such as director of nursing, or director of personnel, in order to enroll in the program. Students travel to Toronto from all over Ontario. The "distance" students take correspondence courses and are supervised by readers and advisors. Distance students will also have an advisor who may be at a hospital in their area. As students graduate from the program they will become advisors for other students. Students pay $150 per course or $300 per term; approximately 50% are sponsored by the employer, which may be the Federal government. There is low attrition rate among students; the learning environment provides a high degree of mutual support as students learn from each other's educational and professional experiences.

Dr. Korey, president of the School, foresees a future of expansion as knowledge of the School's programs in non-traditional education in specific areas of management become known to administrators. Further, the program graduates will become advisors for small groups of people in distant places and develop satellite learning centres. Finally, seminars and credit courses will be developed in affiliation with Northland Open University across Canada.

The Canadian School of Management, a unique institution, is designed to fit the needs of a particular group of students. Students who may be described as being in the life phases of settling down, pursuing their work and "Becoming One's Own Person", becoming a serious member of an occupational group, a time of crucial promotions. The School recognizes three important aspects of adult education, one the importance of experience in learning, two, that learning is an interactive process between students and three, the importance of designing one's educational goals in relation to one's life work or experiential learning.

In conclusion, I have presented a description of three different institutions of adult education to illustrate my thesis that institutions "flex" to the needs of students. Persons will seek Environments to promote learning or changing behaviour. Environments will respond to Persons seeking learning or changing behaviour. Institutions provide different environments for adult learners in different phases of adult development.

paper on Institutions and Adult
Education - delivered May 8, 1979

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TECHNOLOGICAL STUDIES - A PROGRAMME FOR ADULT LEARNERS

This short article has been written in order to provide those interested with a concrete example of a programme which incorporates many of the best principles of andragogy. Andragogy in this article is defined as the Art or Science of teaching adults.

A. Background information

The Teacher-Education section of the Faculty of Education of the University of Ottawa is the only such institution in the province of Ontario having the responsibility of preparing teachers for the French-language secondary schools (Grades 9 to 13). The University offers a full complement of courses in the academic subjects such as English, French, Mathematics, Science, History, Geography, Home-Economics, etc. at both the basic level (formerly type B) and the specialist level (formerly type A). In addition to preparing secondary teachers in these well known subject areas, La Formation à l'enseignement must also prepare Francophone teachers in the technological subjects. Ontario Regulation 407/78 schedule C dealing with Ontario Teacher's Qualifications lists the following thirteen (13) subject areas in the Technological Studies Option: Business; Construction; Electrical; Food Services; Graphics; Horticulture; Manufacturing; Materials, Processes and Design; Music; Natural Resources; Personal Services; Textiles; Transportation. Each of these subject fields is further divided into more specialized areas. For example: Food Services is divided into i) Baking Food Services, ii) Commercial Food Services, and iii) Domestic Food Services. It is possible for a candidate to specialize in one or more of forty-nine (49) technological options. These courses are offered at both the basic (fundamental) and advanced level. In order for a candidate to proceed to the advanced level, he must have successfully completed the basic level.

B. Programme leading to an Additional Basic Qualification, Technological Studies

1. Prerequisites to enter the programme

Before entering the programme, a candidate must hold the Ontario Teacher's Certificate. In order to obtain the O.T.C., the candidate must complete a very demanding two year programme. Five years wage-earning business or industrial experience, or its equivalent, is also required.

2. Outline of the programme

The total programme consists of three parts:

PED 2601 Etudes individualisées - matière technique I, 6 cr.
(The acquisition of practical and theoretical knowledge in one subject)

PED 2602 Activités en situation - matière technique I, 6 cr.

PED 2609 Examen de synthèse - matière technique I, n.c.

The first course is more or less a self directed study, both theoretical and practical, of one subject area. The second course includes the practicum, or practice-teaching part, in which the candidate must teach the subject in an actual classroom situation. The last course is a comprehensive exam which can be either oral or written or both. Curriculum development is an important ingredient throughout the programme.

The candidate must prepare his own proposed programme and have it approved by the director. In the proposal he/she must include the following information:

a) personal information such as name, address, educational background etc.,

b) the identification and the level of the subject matter to be mastered,

c) the cognitive and pedagogical objectives,

d) a list and description of the material resources and how these are to be used,

e) the names of resource people with whom he/she intends to work,

f) the details of how he/she proposes to do the practice teaching,

g) the deadlines for each part of the programme,

h) two letters of recommendation.

The director must evaluate the proposal within a certain framework such as i) the value and applicability of the proposed courses in relation to the field of specialization, ii) the technical knowledge and experience to be gained, iii) the potential value of the research to be done, iv) the developmental work to be undertaken such as workshops, v) the amount and quality of curriculum planning involved, vi) the value and the appropriateness of level of the practice teaching, and vii) other criteria pertinent to the area of specialization.

Assuming that the proposed programme is accepted (usually after some modification) the director will assign the candidate to an associate-teacher. When the programme is completed (normally within one year) a comprehensive examination will be administered by the Faculty.

C. The typical candidate

Although it is impossible to say that any one candidate is "typical", most candidates accepted into the programme would

a) hold the Ontario Teacher's Certificate,

b) have taught successfully for a minimum of two years,

c) be recommended by his/her principal for the programme,

d) have the equivalent of five years of wage-earning business or industrial experience,

e) hold a secondary school graduation diploma,

f) be between 27 and 35 years of age,

g) be married with one or two children,

h) own a car,

i) rent or own a home,

j) be accustomed to earning in the area of $20,000.

self-development. They are familiar with organizations, and they know how to deal with people. Independence is an attribute which is not merely encourages; it is expected. All staff members are acquainted with the students' backgrounds, and they use this knowledge to guide the students in drawing up their programmes. This personal interest is greatly appreciated by adult student.

Work experience and life experience has provided the mature student with a wealth of practical knowledge. This adult learner programme not only recognizes this store of experience, but also uses it to acquire new and more specialized knoledge. The director, who has obtained many of his qualifications as an adult student, and the associate teachers, all with many years of experience, use the candidates experience to the maximum.

The social goals which the candidates are striving to attain are common ones among motivated adult students. The staff not only recognizes these as being praiseworthy, but also, through constant staff monitoring of the programme, assures that graduates will be persons with outstanding skills. Most adults seek a level of performance beyond that sought by school leavers. Many adults are caught in the stream of changing social roles. This programme is designed to give adult learners the means of responding to these changes and to the needs created by them.

D. Reasons for taking the programme

In most cases the adult learners who enter this programme do so to gain more flexibility, thereby improving their job situation. They gain as well a broader and more diversified knowledge, and thus are better able to integrate various technologies. It is also true that in order to receive a promotion within most school systems, teachers must hold specialist qualifications. Such qualifications place the person in a higher salary category and thus provide them with a higher standard of living and added security. A good number of adults take the programme simply for personal fufillment.

E. Principles of andragogy

In considering the elements of this programme, the four suggested characteristics of the adult learner as identified by Malcolm Knowles have been respected, namely:

1. a move away from dependence and toward self-direction.
2. accumulation of experience becomes an increasing resource for learning.
3. readiness to learn is increasingly oriented toward changes in social roles.
4. change from postponed application to immediate application of knowledge, and from subject centredness to problem centredness.

If one judges by the comments of Professor Thibault, the director of the programme, it is apparent that adult learners are both capable and anxious to set out their own programmes of

Each activity within an individual's programme requires a deadline within a one-year maximum time span. Candidates are normally very anxious to "get on with the job" - they wish to do it "now". This eagerness can in some instances be a drawback, especially if the candidate is lacking in some basic knowledge of a subject. The staff, however, makes no assumptions in this regard. The programme is sufficiently flexible that time can be found within it to provide the candidate with the help required.

This programme is ideal for the self-directed, hard-working, determined individual who is unwilling to accept second best - that is the adult student.

More detailed information can be obtained about this programme by contacting:

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Submitted by:

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Faculty of Education
University of Ottawa

Francois Dupont

SWEDEN/CANADA WORKSHOP 1979

Paper Presentation by:
Lily Oddie Munro, Ph.D.

Student Characteristics, Non-Credit Adult Learners
McMaster University, Hamilton, Ontario (1978/79)

Preamble

There is an increasing demand for universities and colleges to actively respond to the needs of current and future students. This is especially evident as the trend in post-secondary education moves to embrace the adult learner, the concept of recurrent education, and the application of a systems approach to instruction and learning.

The purpose of this paper is to:

(i) describe the development of an evaluative strategy by the School of Adult Education, McMaster University, Hamilton, Ontario, which can identify the educational needs of its student body;

(ii) to present student characteristics data resulting from selected applications of the proposed strategy;

(iii) to identify some of the crucial ingredients of a student characteristics information system which allows for informed planning and decisionmaking by institutions catering to the needs of the adult learner.

School of Adult Education, McMaster University

The central function of the School of Adult Education is to cater to the needs of the adult student involved in Certificate, Professional Designation and General Interest programs. Degree

Studies (undergraduate and graduate) is the responsibility of the Faculties. A coordinator of part-time degree studies, and a coordinator of part-time student affairs are available to respond to degree curriculum and liaison planning needs of the part-time adult learner.

The mandate of the School is:

1. To outreach into the Community for potential learners or instructors.

2. To involve Faculty at McMaster as program resources.

3. Facilitate quality educational university-level experiences for adult learners.

4. To cooperate with other educational institutions in the field of adult education.

An Instructional Systems Model

The instructional systems model used as a framework for planning activities by the School of Adult Education at McMaster University is illustrated in Figure 1. The system is ideal suited for responding to various target groups since it is an open system, has iterative components, can accommodate input variety (individual differences), is process-as well as product-oriented, and results in an output which addresses the issues of accountability, quality and cost effectiveness, competencies, societal impact and change factors.

Let's take a brief look at the various components of the

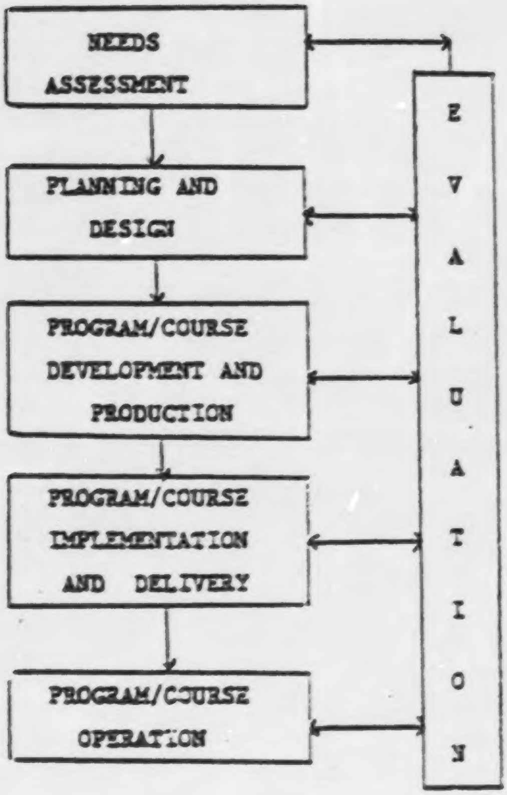
NEEDS ASSESSMENT
PLANNING AND DESIGN
PROGRAM/COURSE DEVELOPMENT AND PRODUCTION
PROGRAM/COURSE IMPLEMENTATION AND DELIVERY
PROGRAM/COURSE OPERATION
EVALUATION

Fig. 1 An Instructional Systems Model

instructional system:

1. Needs assessment. Used rather loosely to refer to the broad based information collection process which drives the original decision to begin the planning of a particular program, concentration or course.

2. Planning and design. The assignment of a team consisting of subject matter experts, instructional developers, target group representatives, student service personnel (registrarial, counselling, assessment) to initiate the planning and design of program and course production and delivery.

3. Course development and production. Draws on instructional designers, media experts, academics. Output includes instructional and support materials such as work books, unit breakdowns, objectives, evaluation instruments, student and instructors manuals, audio-visual instrument aids.

4. Course implementation and delivery. Focusses on the student and includes provision for instructors and tutors; distribution of materials; scheduling of learning centres and libraries, communication links established; student recruitment and orientation.

5. Course operation. Focusses on the facilitation of learning and the monitoring of student progress, and typically involves course coordinators, instructors and tutors.

6. Evaluation. This component is present throughout all operating stages. It also addresses issues of an institutional

nature (long range planning relating to policy, procedures, programs, and services of this School). Such an overall evaluation includes: student characteristic measures, formative and summative evaluations; needs assessments priorities; relationships of product to market demand; quality and cost effectiveness; effect of evaluation on long-term goals, and social impact.

In summary, the system can reflect the needs of the student body, through the iterative evaluative component.

Student Characteristics/Student Tracking System

There are two linked evaluative components which allow for student-centred analysis of the learning process: (i) a student characteristics profile, and (ii) a student tracking system.

Student characteristics will be defined as a descriptive profile of a student body (individual or group) involving single- or multiple-measures. Measures can be taken at four arbitrary points in the learner's history: prior to or at formal entry into an instructional system; critical progress points through the learning system; exit; and long-term follow up.

Entry measures provide indicators of the nature of students from general, socio-economic, goal-orientation, and personal perspectives. Process/progress measures focus on identifying those facilitative efforts which enable the student to complete a course or program. Exit measures focus on two important issues: student completion and student attrition/withdrawal. Follow-up measures attempt to ascertain the long-term benefits of the student's education.

Once multiple measures are in place, one can speak in terms of an overall 'student tracking system". The system can be defined as a multi-measure evaluation strategy which provides ongoing process analyses as well as outcome analyses, and which yields information on: where a program, course, or service is having positive effects on students and where not; goal attainment at an institutional and individual level; inter-relationships of student characteristics, needs assessment, curriculum and service programming, and cost-effectiveness; usefulness of the programs and services in the world of work.

Although student characteristics information can be gathered at numerous points or stages in the learner's history, the next section of this paper will focus on the formal gathering of data during registration, and after the course is completed. We will first take a look at the adult learners enrolled in our General Interest Program during 1978/79, then move on to an analysis of the School's Professional Certificate and Diploma Programs.

General Interest

1978

During 1978, a total of 537 adult learners registered in 17 General Interest courses, and as Listeners in degree courses. Student characteristics for this population were derived from the receipt form issued to students as a record of enrolment and payment.

A summary of the data, broken down by listeners, senior citizens, sex, and geographic region follows.

During the period January to the end of Summer 1978, 127 students registered in 7 courses offered by the School. In addition, 27 listeners registered in degree courses offered by Faculties. Eleven Senior Citizens registered in courses. Registrations in this period accounted for 30.7% of the yearly total.

During the Fall of 1978, 218 students registered in ten courses offered by the School. 104 listeners registered in degree courses offered by the Faculties. 50 Senior Citizens registered with the School during this period. Registration during this period accounted for 69.3% of the yearly total.

Of the total population, females accounted for 62.3% of enrolments. Of the total female population, 4.9% were Senior Citizens, and 27.7% were Listeners. Of the total male population, 14.9% were senior citizens, and 22.4% were Listener category.

General Interest Courses

65% of the student population was from the Hamilton area: 14.3% from Oakville/Burlington, 11.0% from Dundas/Ancaster, and 7% from Grimsby/Stoney Creek.

1979 General Interest

In December 1978, a registration form was designed to yield information on the characteristics of the adult learner taking general interest courses at McMaster University. The instrument was administered on a voluntary basis to a sample of six, 10 session courses offered by the School of Adult Education during January, 1979. The courses listed belowed were used in the sampling:

Egypt: Land of the Pharaohs
Today's Woman
Microcomputers
Communication Skills
Conversational French
Pre-University English

The student characteristics profile generated by the questionnaire data (previously unavailable) was expected to yield information from general, socio-economic, goal orientation, and personal perspectives. Such information would be used in the developmental and planning activities of the School: e.g. needs assessment, curriculum design, market recruitment, teaching methodology.

The number of students returning the questionnaire was 87 out of a possible 92, for a return rate of 94.5%.

The registration questionnaire was constructed to provide information in the following areas: sex, age, marital status, residence, citizenship, occupation, reasons for taking the course, public awareness, previous post-secondary education, previous education by institution, and course interests.

A summary of the data from the 1979 sample[1] follows.

1. Sex. The sampled student body shows a higher concentration of females than males (63.2% versus 35.7%).

2. Age. 14.9% of the adult learners lay in the 17 to 25 age category, 28.8% of students were found in the 26 - 35 year group, 31.0% in the 36 - 55 year group, and 6.9% in the age group 56 years to 70 years. 18.4% did not respond tothis question.

3. Marital Status. 26.5% of the students were single, 58.7% married, 5.6% of the students indicated they were either divorced, widowed, or separated. 9.2% of the students declined to answer.

4. Residence: The highest percentage of students were drawn from the Hamilton area (57.5%), 17.6% from the Burlington area and 15% from the Dundas area. The remaining 9.9% lived in an area lying within a 50 mile radius of Hamilton.

5. Citizenship. The majority of learners (80.7%) were Canadian, with British citizenship represented at 6.9%. 9.1% of the sample declined to answer.

6. Occupation. Student occupation was varied. The most representative groups included: Housewives (13.4%), the helping professions (11.2%), unemployed (11.3%) and secretarial/clerks (9.2%). 16.5% declined to answer this question.

7. Reasons for taking course. Students enrolled in the six courses for a variety of reasons. The most representative reason was for personal and general interest (53.6%), followed by career and development (17.5%), to expand knowledge in the area,

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[1] Detailed results of the questionnaire may be obtained by writing to McMaster University School of Adult Education, Gilmour Hall, Room 121, Hamilton, Ontario, Canada. L8S 4L8

i.e. continuing education (11.3%0, and professional development (9.2%).

8. Public awareness. 48.9% of students returning the questionnaire learned about the course through the newspaper; 17.8% from the School's General Interest brochure, and 12.2% from one of the McMaster internal publications.

9. Previous post-secondary education. 67 out of a possible 87 answered this question (77.0%). Of those learners responding, 26.9% indicated that they had received previous post-secondary education, 16.5% had received college education, and 37.2% had received university level education. Of this 37.2%, 31.3% was accounted for by undergraduate education, and the remaining 5.9% represented graduate education. 11.9% of the learners in this sample had received no previous post-secondary education.

10. Previous education by institution. 18 out of the 87 adults completing the questionnaire responded to this question. 44.5% of those responding indicated that they had attended Mohawk College previously, and 39.0% indicated that they had attended McMaster previously. 16.5% had attended either Sheridan College, Carlton University or the University of Waterloo.

The registration form described above will be administered as normal procedure to all adult learners enrolling in General Interest courses at the School of Adult Education. A report will be issued twice yearly to reflect the characteristics of the adult learners, and to provide comparative profiles for the preceding years. Information from this particular instrument, will be one source of data in proposed student tracking system for non-credit learners. Such a system will yield information such as; measures of the quality and effectiveness of the School's educational and instructional services, process-plus outcome evaluation relating to the learning experiences, indicators or feedback on improvement in the courses, and an indication of future courses[2] which would be offered.

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[2] One of the questions on the registration form asked the adult learner to submit suggestions on future course offerings. Since the sample was relatively small, and the responses diverse, the results have not been included in this report.

Certificate/Diploma Courses

At present, student characteristics data is obtained from two primary sources:

1. Registration. A registration form, designed in 1971, yields data on: sex, marital status, age, and geographic location. Each student is required to complete the registration form.

2. Post-course evaluation. On completion of a course in the Certificate and Diploma programs, each student is asked to complete an evaluative questionnaire designed by the School in 1977 to yield assessments relating to the course (content and materials provided), evaluation of the textbook, evaluation of the instructor, and a student profile. Completion of the questionnaire is voluntary.

The student profile evaluation yields data on: age range, previous level of education, full time work experience, years since last full time school experience, languages spoken, lectures missed, study time outside of class, and grade expected.

The registration information was gathered on students enrolling in the October to April 1978/79 program. The number of courses offered during this term was 30, and the number of students enrolled in the courses was 825.

The post-course evaluation questionnaire was administered to 347 students, and covered 25 courses. Rate of return on this questionnaire is judged to be representative of those students registering in our Certificate and Diploma courses. It should be noted that the Certificate/Diploma courses presently offered by the University are heavily weighted in the direction of business and commerce fields.

A summary of student characteristics for 1978/79 based on information obtained through the registration and post-course evaluation process follows.

Summary—Registration form

A data breakdown supplied by the Registrar's office, and based on information received up to November 1, 1978 gives a student characteristic profile according to age, sex, marital status and geographic distribution.

1. Age. The heaviest concentration of learners were in the age range 26-35 (42.2%), followed by 18-25 years (30.6%), 36-45 years (17.0%), and 46-55 years (7.0%).

2. Sex. Male and female students were equally represented (50.56%) versus (49.44%).

3. Marital Status. The majority of students were married (61.4%), followed by 31.3% single status, 4.7% divorced, .6% widowed, 2.0% did not reply to this question.

4. Geographic breakdown (by County). The heaviest concentration of students lay in the County of Hamilton-Wentworth (65.46%), followed by Halton (16.1%) and Brant (9.0%) counties. Within the county of Hamilton-Wentworth, Hamilton was the most significant contributor (420 out of 540 students). In Halton, Burlington contributed 109 to the total 133 students, and Brantford contributed 68 to the total student population of 74 from Brant County.

Summary--post-course evaluation

1. Age. 53.8% of the registrants were from the 26-35 year age group; 20.7% were 25 years of age or less, and 13.8% were between the ages of 36 and 40. 11.7% of the population were over 40.

2. Previous level of education. The most representative previous level of education was Grade XII (28.0%), followed by certificate holders (22.8%), Grade XIII education (19.8%), and degree credit (17.8%). 11.5% of the respondents had received Grade XI or less education.

3. Full time work experience. 41.1% had experienced greater than eleven years of working experience. 38.7% of the respondents had experienced between three and eight years of work, 11.5% between nine and eleven years. 7.6% of the respondents had experienced between 0 and two years of work experience.

4. Years since last full time school experience. 48.5% had been away from full-time school experiences for a period of ten years or more; 34.8% between four and ten years, and 15.3% of the respondents between 0 and three years.

5. Country providing previous education. The majority of respondents were educated in Canada (83.2%). Education in Britain accounted for 10.0% of the total.

6. Full time work experience. 41.1% had experienced greater than 11 years of working experience. 38.7% of the respondents had experienced between three and eight years of work, 11.5% between nine and eleven years, and 7.6% of the respondents had experienced between 0 and two years of work experience.

7. Languages spoken. English was the dominant language (76.8%), followed by English and another language (14.6%), and English and French (8.2%).

8. Lectures missed. 23.3% of the respondents attended all lectures. 65.4% of the respondents missed between one and three lectures, and 10.2% missed four or more lectures.

9. Study time outside of class. Most of the students spent between one and four hours on study outside of the class (79.3%).

16.9% spent between five and eight hours, and 2.3% of the respondents spent greater than eight hours.

10. Grade expected. When asked for an estimate of expected grades, 44% of the students responded in the range 70%-79%, 28.5% in the range 80%-100%, and 25% in the range 50%-69%. Only 1.1% expected to fail the course.

In summary, data gathered from students responding to the questionnaire indicated that the sample had the following characteristics—40.6% of the respondents had received previous degree or certificate education, while 11.5% had obtained formal education up to and including Grade XI. Modal age was in the range 26-35 years (53.8%). Attendance at classes was high, with 88.7% of the class attending 85%-100% of the lectures. The student sample had accumulated extensive full time work experience, with the largest representative categories being 11 years and greater, and 3-8 years. Only 7.6% of the respondents had spent 2 or less years in the workplace. Many students had been out of formal school for more than 10 years (48.5%), followed closely by the 4-10 year range (34.8%). The majority of students were educated in Canada. English was the dominant language spoken. Students tended to spend between 1 and 4 hours on outside study and grade expectations were extremely high.

Towards Informed Planning and Decisionmaking....

The data base resulting from a comprehensive student characteristics analysis should be designed to be used in a variety of ways by educational institutions catering to the needs of the adult learner. The underlying purpose of developing and maintaining a student information data base is to provide information for decisionmaking (prediction, planning, developing, evaluating).

Areas in which such information can have an impact in planning include: (i) the generation of research hypotheses

(ii) critical analysis of institutional philosophy, objectives, policy and mandate;

(iii) needs responsive information relating to programs, services, and course development planning and delivery;

(iv) effectiveness of multipartite planning and evaluation involving community, students, faculty;

(v) the identification and use of socio-economic-political indicators;

(vi) the identification of student goals and learning patterns;

(vii) public relations, publicity, marketing and recruitment.

In addition to the general student characteristics elements outlined earlier in the body of this paper, there are many other elements with should be incorporated within a system for use by decisionmakers. These include: institutional services utilized and/or needed, decisions for student withdrawals/completions/registration, student evaluation of learning services, student awareness of services and programs, attendance patterns of lifelong learners, future courses.

Institutional services utilized and/or needed: Typical support services which should be made available to the adult learner include: counselling/career planning;

program advice, course advice, tutorial services, and financial advice. In responding to potential or articulated needs of adult learners, administrators and decisionmakers need to address the following kinds of issues: the extent to which the services were made available to the student body, including the awareness of their existence; the availability of services at the time of student need; the degree of 'helpfulness' of services; the actual utilization by students and documentation of reasons for such utilization (or lack of same); ways and means by which support services could be improved to meet needs of present and potential adult learners.

Decisions and Reasons Influencing Registration, Completion, and Attrition/Withdrawal

Issues to be investigated within this area include: the documentation of specific reasons by the student body for initial registration, completion, and withdrawal; documentation of critical points and issues impacting on withdrawal, including sources of counselling and advice; gains from experience in a course or program; evaluation of instructor/tutor, peers, and institution on learner progress; suggestions by students, instructors, and administration on ways in which the institution could help keep students from withdrawing; ongoing investigation of obstacles to learning for the adult learner in both a full-time and part-time setting, degree and non-degree studies.

Student Evaluation of Learning Services

Educational bodies should ask of their student body reaction to the following issues: the effect of the learning experience on the student from all aspects of learning services (instructional materials, delivery, teaching methodology, evaluation and assessment, references, resources, etc.);

critical points for failure/success in the learning process; perception of gain in information, skills, or general knowledge; effect of learning on quality of life; effect of educational experience on future plans, goals, motivations; suggestions for improved learning services and course offerings; articulation of need for inter-institutional cooperation e.g. credit coordination, competency-based assessment, examination by demand.

As a closing statement to this last section, adult educators must make a conscious decision and commitment to ensure that the needs and characteristics of their students are documented and amenable to analysis and futures planning through a comprehensive student information system, and that research on adult learning is shared amongst responsible bodies in society so that the true potential of the concept of recurrent or lifelong learning may be realized. More than ever before, our future depends on working together in a concerned and cooperative fashion to ensure that the system which provides for adult education is dynamic, effective, and flexible. The cooperation of Swedish and Ontario universities is one way in which our common hopes and expectations can be shared and implemented!